

# CROWN PREPARATORY ACADEMY

*A PROPOSED 5-8 TUITION-FREE, PUBLIC CHARTER SCHOOL FOR SOUTH LOS ANGELES STUDENTS*



Respectfully Submitted to the  
Los Angeles Unified School District

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Contact: Ms. Laura J. McGowan, Lead Founder

Email: [lmcgowan@crownprep.org](mailto:lmcgowan@crownprep.org)

Phone: (213)453-5785

*Plan ♦ Study ♦ Achieve*

## Founding Team

Daniel Brumer  
Attorney  
O'Melveny and Myers

Gerard Casale  
Attorney  
Troy Gould

Marc Little  
Chief Operating Officer  
Faithful Central Bible Church  
Forum General Counsel

Laura J. McGowan  
Lead Founder  
Crown Preparatory Academy

Trevor Smith  
Chief Financial Officer  
Freshology

Gregory Wright  
Principal  
Berkenstein, RE Brokerage

Brad Zutaut  
Chief Executive Officer  
Message Ball IT Consulting

Felicia Douglas  
Director of Finance  
Universal Media Studios

Crown Preparatory Academy

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## **Identification**

For identification purposes and acknowledgement of the obligations of the Charter School and its governing body, “Crown Prep” is used in this petition to refer to Crown Preparatory Academy.

## **Affirmations and Assurances**

Crown Preparatory Academy (“Crown Prep”) hereby certifies that the information submitted in this application for a charter for a California public Charter School named Crown Prep is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Los Angeles Unified School District and this application does not constitute the conversion of a private school to the status of a public charter school.

Further, we understand that if awarded a charter:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## Element 1 – The Educational Program

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)*

### **A. Identify and describe as clearly as possible the students the school proposes to serve.**

The address of the Charter School is 2055 W. 24<sup>th</sup>, Los Angeles, CA 90018.

The phone number of the Charter School is 213.448.9747.

The contact person for the Charter School is Laura J. McGowan-Robinson.

The term of this charter shall be from July 1, 2013 to June 30, 2015.

The number of rooms at the Charter School is TBD.

The grade configuration is five through eight.

The number of students in the first year will be: 120.

The grade level(s) of the students the first year will be grade five.

The opening date of the Charter School is August 23, 2010.

The admission requirements include: *See Element 8*

The enrollment capacity is \_480. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency.)

The instructional calendar will be: 185 days<sup>1</sup>

The bell schedule for the Charter School will be: 7:40 AM – 3:40 PM.

If space is available, traveling students will have the option to attend.

### **Academic Need**

Crown Preparatory Academy will serve students grades five through eight who reside in South Los Angeles. While the school will be open to all students in Los Angeles, our primary focus will be students in the Leimert Park/Crenshaw areas of Los Angeles, a targeted community spanning approximately four to five miles.<sup>2</sup> Based on academic data, there is a tremendous need for a middle school within this community. Currently there are two LAUSD middle schools serving the proposed population, with enrollments of over 1,000 students. Achievement and demographic data from four elementary schools (Fifty-fourth Elementary, Fifty-ninth Elementary, Angeles-Mesa Elementary, and Hyde Park Boulevard Elementary) and two middle schools (Audubon and Horace Mann) are used to project the demographic profile and academic needs of our target population.

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<sup>1</sup> Per the Joint Partnership Agreement via the Parent Empowerment Act, Crown Prep and 24<sup>th</sup> Street school leaders will coordinate bell schedules and school calendars. The number of school days and exact school hours given above may fluctuate, but will meet all state requirements.

<sup>2</sup> (2008). *US Census Bureau*. Retrieved March 15, 2008, from US Census Bureau: <http://www.census.gov/>.

Based upon data gathered from the School Accountability Report Cards (SARC) and US Census Bureau, the racial and cultural background for the selected area is primarily African American and Latino with 58% African American, and 40% Hispanic.<sup>3</sup> Approximately 24% of adults are not high school graduates. Based on school data, 90% of students are eligible for free or reduced lunch, approximately 24% are English Language Learners (ELL), and 10% are Special Needs

In 2008-2009, three of the four elementary schools and both of the middle schools in this community failed to make Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB). Five of the six schools are in Program Improvement (PI) Status, and two of the four elementary schools are in the fourth year of PI status.<sup>4</sup> Approximately 65% of students between grades four and seven in this area scored basic, below basic, or far below basic on the state exam in English Language Arts and General Mathematics. This analysis reveals that students in this area are in need of a school that can successfully address their academic needs.

The following schools are located closest to the proposed school site: Audubon Middle School, Angeles Mesa, 54<sup>th</sup> Street, 59<sup>th</sup> Street, and Normandie Elementary Schools. Audubon Middle School's population is 1,382 students. The school receives students from Angeles Mesa (372 students), 54<sup>th</sup> Street (296 students), and 59<sup>th</sup> Street (306 students) Elementary Schools. All achievement data used in this report came from these schools as well as Normandie Elementary (611 students). Although Normandie does not typically feed into Audubon, it is in the area of the proposed school site. Of all schools examined, the majority of the student populations are reflective of the community, with the exception of Normandie Elementary School, which has 29% African American students and 69% Hispanic. Extended demographic data is in Figure 1.3.

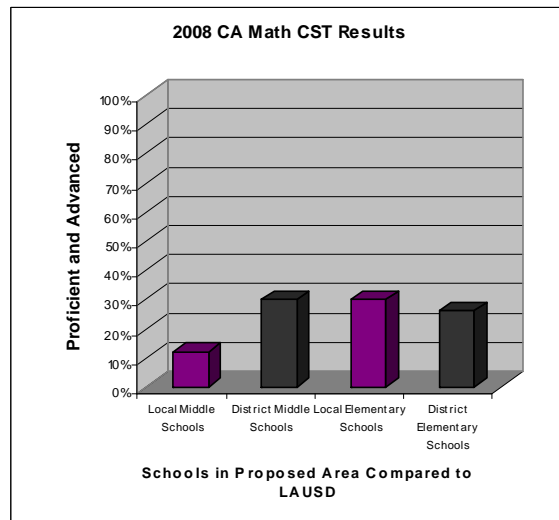
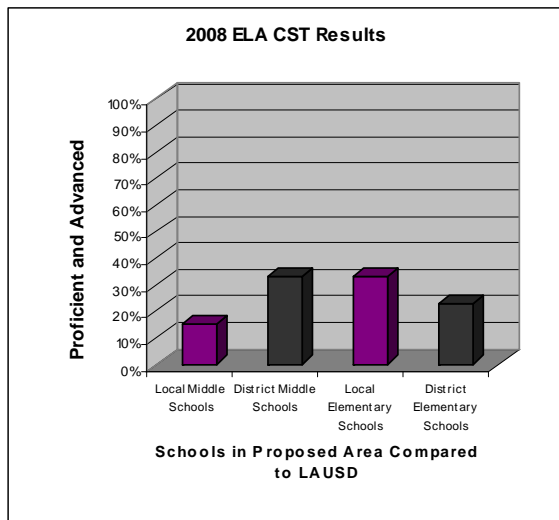
Based upon the 2008 California Standards Test (CST) and the Norm Referenced Test (NRT), also known as the California Achievement Test (CAT-6), the English Language Arts (ELA) scores for Audubon Middle School indicate that 23% of sixth graders are at or above proficient, while 21% of seventh graders are proficient or above. In Mathematics, 17% of sixth graders score proficient or above, while 11% of seventh graders score proficient or above on the CST. At Horace Mann Middle School, 16% of sixth graders and 15% of seventh graders score proficient or above on the ELA portion of the CST. On the Mathematics portion of the CST, 14% of sixth graders and 9% of seventh graders score proficient or above.

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<sup>3</sup> LAUSD. (2008). *LAUSD School Accountability Report Card*. Retrieved March 14, 2008, from ESIS: <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=sarc0>.

<sup>4</sup> CBEDS. (2008). *Accountability Progress Reporting*. Retrieved March 15, 2008, from California Department of Education: <http://www.cde.ca.gov/ta/ac/ar/>.

**Figures 1.1 and 1.2 CA Math and ELA Results**



In the four elementary schools, the CST reveals, on average, 22% of fourth graders are proficient or above in ELA, while fifth graders are averaging 24% proficient or above. In General Mathematics, on average, 33% of fourth graders score proficient or above and 21% of fifth graders are proficient or above.

In the third and seventh grades the NRT subgroup analysis reveals significant results in reading, spelling, and math.<sup>5</sup> Across the four elementary schools analyzed, all indicate a gap in achievement between African Americans and Hispanics. Consistently in the elementary grades, African American students score lower in ELA and math than their Hispanic counterparts. On average, there is a six-percentile gap in ELA. The gap is even larger in Math, as among the four feeder schools there is an average gap between African Americans and Hispanics of 20 percentiles. The results are consistent in the middle school. The reading gap average is eight percentiles and math gap average is 24 percentiles. This data clearly shows that in this neighborhood the achievement gap between African American and Hispanics exists and is increasing from elementary to middle school.

### **Parent Empowerment Act and LAUSD and Crown Prep Academy Joint Proposal**

On January 17, 2013, parents from 24th Street Elementary School (“24th Street”) submitted a petition under the Parent Empowerment Act requesting that 24th Street be restarted for the 2013-2014 school year under an independent charter school operator. On February 12, 2013, pursuant to the Act’s regulations, the Board of Education issued a final disposition implementing the restart model requested by the parents. As noted in the

<sup>5</sup> Great Schools (1998-2008). *Great Schools*. Retrieved July 10, 2009, from [www.greatschools.net](http://www.greatschools.net).  
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February 12th board report, the parents will submit the educational proposal they selected through the RFP process within 90 days of the Board's issuance of the final disposition. Based on a rigorous comprehensive needs assessment conducted by the Intensive Support and Innovation Center, the District and Crown Prep Charter School submitted a joint proposal to the 24 Street Elementary Parents Union to provide a Pre-K to 8th grade articulation pattern with intensive services for all students.

On April 9, 2013, the parents voted and selected the joint partnership proposal submitted by the District and Crown Prep Charter School ("Crown Prep"). The proposal consists of the following plan.

In its role in the partnership, LAUSD will:

- Operate Kindergarten to 4th grade as a complete restart model with new administration that includes two full-time administrators.
- Re-open the Early Education Center to provide a contiguous pre-K to fourth grade matriculation pattern that serves all students.
- Obtain intensive support through an LAUSD partnership with Practitioner Center Schools.
- Select two administrators (a new Principal and an Operations Coordinator), teachers and staff, through an LAUSD hiring committee with input from 24th Street stakeholders.
- Prepare 4th graders to meet the vision for an 8th grade graduate ensuring all students succeed in middle school and beyond, with input and sharing of best practices from the partnership with Crown Prep.
- Provide a rigorous educational program with strategies to meet the needs of all students, especially English language learners and special education students.
- Provide an on-site coach to support teachers.
- Provide all students receiving a computer tablet beginning in January 2014 to facilitate an interactive college and career preparedness educational program.

In its role in the partnership, Crown Prep will:

- Restart and operate 5th grade.
- Crown Prep will continue to operate its current 5th-8th-grade program on the campus of 24<sup>th</sup> Street Elementary and provide matriculating 24th Street students admissions to promote a seamless pre-K to 8th grade articulation pattern.
- Coordinate with LAUSD in professional development, calendars, bell schedules, and operations.

The two schools, LAUSD's 24th Street Elementary and Crown Prep, will collaborate and align to a common goal of ensuring that all youth achieve academically and in a safe and caring school environment. The two schools will remain separate entities with guaranteed rights to the facility. The joint partnership will also result in:

- Community Garden core science lessons, nutrition classes and special events. Shared character values.
- A positive behavior support model to incorporate socio-emotional skill development and resources within the community.
- Comprehensive parent involvement in governance, classes, and volunteerism.
- A campus with a welcoming environment for all stakeholders.

### Demographic Information for Prospective Site

**Figure 1.3 Demographic and Achievement Data for Public Schools within the Leimert Park/Crenshaw Area<sup>6</sup>**

<b>LAUSD SCHOOLS</b>	<b>Grades</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target</b>	<b>Met all Subgroup Growth Targets</b>	<b>API score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>Students Eligible for Free/Reduced Lunch</b>	<b>Major Ethnicity #1</b>	<b>Major Ethnicity #2</b>	<b>Major Ethnicity #3</b>
42 <sup>nd</sup> Street ES	K-5	457	No	Yes	Yes	Yes	678	1	5	95%	African American	Hispanic	None
54 <sup>th</sup> St ES	K-5	409	No	No	Yes	Yes	767	5	9	88%	African American	Hispanic	None
59 <sup>th</sup> Street ES	K-5	357	No	Yes	No	No	670	1	5	100%	African American	Hispanic	None
Angeles Mesa ES	K-5	479	No	Yes	No	No	642	1	2	79%	African American	Hispanic	None
Normandie ES	K-5	942	No	Yes	Yes	No	642	1	2	91%	Hispanic	African American	None
Hillcrest Drive ES	K-5	890	No	Yes	No	No	609	1	1	92%	African American	Hispanic	None
Martin Luther	K-5	744	No	Yes	No	No	716	3	6	100%	Hispanic	None	None

<sup>6</sup> All data in Figure 1.3 was taken from the state's test results reporting site: <http://star.cde.ca.gov> and/or LAUSD's website <http://lausd.net>.

<b>LAUSD SCHOOLS</b>	<b>Grades</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target</b>	<b>Met all Subgroup Growth Targets</b>	<b>API score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>Students Eligible for Free/Reduced Lunch</b>	<b>Major Ethnicity #1</b>	<b>Major Ethnicity #2</b>	<b>Major Ethnicity #3</b>
King Jr. ES											c		
Tom Bradley ES	K-5	552	No	No	No	No	702	2	5	81%	African American	Hispanic	None
Virginia Road ES	K-5	494	No	No	No	No	741	4	6	92%	Hispanic	African American	None
Western Ave. ES	K-5	734	No	Yes	No	No	649	1	3	96%	Hispanic	African American	None
Audubon MS	6-8	1218	No	Yes	Yes	No	581	1	2	74%	African American	Hispanic	White
Horace Mann MS	6-8	1297	No	Yes	Yes	No	619	1	1	81%	African American	Hispanic	None
John Muir MS	6-8	2004	No	Yes	No	No	557	1	1	81%	Hispanic	African American	None
Mid-City Magnet School	K-8	349	No	Yes	Yes	Yes	780	7	10	95%	Hispanic	African American	None



<b>LAUSD SCHOOLS</b>	<b>Grades</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target</b>	<b>Met all Subgroup Growth Targets</b>	<b>API score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>Students Eligible for Free/Reduced Lunch</b>	<b>Major Ethnicity #1</b>	<b>Major Ethnicity #2</b>	<b>Major Ethnicity #3</b>
												can	
Wright (Orville) MS	6-8	1066	No	Yes	Yes	No	708	5	7	50%	African American	Hispanic	White
Foshay Learning Center	K-12	3214	Yes	Yes	Yes	Yes	647	2	8	86%	Hispanic	African American	None
<b>CHARTER SCHOOLS</b>	<b>Grades</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target?</b>	<b>Met all Subgroup growth targets?</b>	<b>API Score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>Students Eligible for Free/Reduced Lunch</b>	<b>Major Ethnicity #1</b>	<b>Major Ethnicity #2</b>	<b>Major Ethnicity #3</b>
New Heights Charter School ES	K-5	168	No	No	Yes	Yes	741	4	N/A	91%	African American	Hispanic	None
Thurgood Marshall Charter MS	6-7	100	No	No	n/a	n/a	704	2	N/A	47%	African American	None	None
View Park Prep Charter	K-5	251	No	No	Yes	Yes	814	6	10	42%	African American	Hispanic	None

<b>LAUSD SCHOOLS</b>	<b>Grades</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target</b>	<b>Met all Subgroup Growth Targets</b>	<b>API score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>Students Eligible for Free/Reduced Lunch</b>	<b>Major Ethnicity #1</b>	<b>Major Ethnicity #2</b>	<b>Major Ethnicity #3</b>
											an		
New Designs Charter School	6-12	482	No	Yes	No	No	622	1	5	98%	African American	Hispanic	None
Stella Middle Charter Academy	5-8	309	No	No	No	No	785	7	10	92%	Hispanic	None	None
College Ready Middle Academy #3	6	107	No	No	Not Avail	Not Avail	N/A	Not Avail	N/A	Not Avail	Hispanic	African American	None
View Park Accelerated MS	6-8	268	No	No	Yes	Yes	705	6	10	60%	African American	Hispanic	None

**Enrollment Plan**

Crown Preparatory Academy proposes to open in 2010 with 120 fifth grade students. Each year thereafter, we will add 120 new fifth graders until capacity is reached in 2014. The fifth grade programs will be open to students until all seats are filled. Students will be able to enroll on the basis of seats vacated by existing students. All sections will be heterogeneously grouped. The average class size will be 30 students. Figure 1.4 indicates maximum enrollment capacity, with 480 students and 30 students per section.

**Figure 1.4 Enrollment Plan**

<b>Crown Preparatory Academy</b>					
<b>Fully Enrolled Without Factoring in Attrition</b>					
<b>Grades</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Grade 5</b>		<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Grade 6</b>			<b>120</b>	<b>120</b>	<b>120</b>
<b>Grade 7</b>				<b>120</b>	<b>120</b>
<b>Grade 8</b>					<b>120</b>
<b>Total</b>		<b>120</b>	<b>240</b>	<b>360</b>	<b>480</b>

***Goals of the LAUSD/ Crown Preparatory Academy Proposal***

Under the Parent Empowerment Law, the 24<sup>th</sup> Street Elementary Parents Union requested a joint proposal from the Los Angeles Unified School District (LAUSD) and Crown Preparatory Academy (Crown Prep) for the operation of a pre K-8<sup>th</sup> grade continuum on the campus of 24<sup>th</sup> Street Elementary School. The proposed partnership is a first-of-the-kind union between LAUSD and a charter school organization to create a pre-K to 8<sup>th</sup> grade matriculation pattern for the youth in the 24<sup>th</sup> Street Elementary community. Specifically, the parents union requested a pre-K through 8<sup>th</sup> grade feeder pattern that requires collaboration to ensure that matriculating LAUSD 4<sup>th</sup> graders are prepared for Crown Prep in 5<sup>th</sup> grade, and that Crown’ Prep’s 8<sup>th</sup> graders will be prepared for high school.

Crown Prep will expand its current 5<sup>th</sup> grade to accommodate all of 24<sup>th</sup> Street’s matriculating 4<sup>th</sup> graders and continue to operate a 5-8 middle school program. Fourth-grade students who matriculate from 24<sup>th</sup> Street ES will automatically be given the option to enroll in Crown Prep Academy for grades 5-8.

Crown Preparatory Academy and LAUSD are the ideal community school partners because they share a vision of preparing students to succeed in primary school, secondary school and college. Through a rigorous academic curriculum, well structured environment, and Crown Prep’s PRIDE values of Perseverance, Respect, Integrity, Discipline, and Excellence, students demonstrate the knowledge, skills and character necessary for success in academics and in life. Crown Preparatory Academy and LAUSD believe all students can achieve regardless of race, socio-economic status, ethnic background, or previous academic performance.

By enrolling the 24<sup>th</sup> St. ES graduates in Crown Prep, this partnership will ensure students receive quality instructional practices, high expectations for students, staff and

parents, and full investment from all adults that supports student learning. The two schools will partner to support students in the areas of engaging instruction; invested and involved school leaders; expanded learning opportunities; college, career and citizenship development. Therefore, effective the 2013-2014 school year, LAUSD and Crown Prep propose a contiguous pre-K to 8<sup>th</sup> grade matriculation pattern on the campus of 24<sup>th</sup> Street Elementary School where community partnerships support student learning from the cradle to college and career.

### **Mission**

Crown Preparatory Academy prepares students in grades five through eight to succeed in high school and college. Through a rigorous academic curriculum, structured environment, and the school's core PRIDE values - Perseverance, Respect, Integrity, Discipline, and Excellence - students demonstrate the knowledge, skills and character necessary for success in academics and in life.

### **Vision**

At Crown Preparatory Academy Charter School ("Crown Prep"), we believe that all students can achieve regardless of race, socio-economic status, ethnic background, or previous academic performance. As stated in the California Educational code 47601.b, it is the responsibility of the school to "Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving."<sup>7</sup> For this reason, we will ensure that children grades five through eight in South Los Angeles have access to a strong college preparatory education that will position them for success in high school and beyond.

We know that students can achieve at high levels when high levels of instruction are given. Like other urban educators focused on high academic achievement results, we believe that "demographics do not determine destiny."<sup>8</sup> Along with our college preparatory environment and achievement oriented school culture, our core PRIDE Values of Perseverance, Respect, Integrity, Discipline, and Excellence will further provide our students the tools they need to achieve both academically and professionally. Our ambitious but realistic goals are that all students:

- Achieve mastery of the core academic subjects of reading, English Language Arts, math, science, and social studies
- Ask and answer questions that require analysis, synthesis, and evaluation
- Demonstrate strong character traits (PRIDE)
- Are self-motivated, competent, and dedicated to life-long learning

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<sup>7</sup> California Department of Education. Charter Schools Act of 1992. CDE. Retrieved September 16, 2008, from Legal Info California <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=47001-48000&file=47600-47604.5>

<sup>8</sup> Monroe, Lorraine. *Nothing's Impossible*. New York: Public Affairs, 1997.

## **A Typical Day for a Visitor at Crown Preparatory Academy**

- 7:15** Students begin arriving for breakfast. The Executive Director and Director of Curriculum and Instruction (DCI) are in the front of the school supervising the students while they assemble in four lines preparing to enter the school. Students are in lines by homeroom teacher. After the lines are straight and silent the DCI takes his place at the door preparing to greet the students.
- 7:30** The students in line number one line up in front of the door awaiting their greeting and uniform check. Students are wearing a purple polo, a black belt, khaki pants, black or white socks and black shoes. As students enter, they look the DCI in the eye and exchange a mutual and warm “Good Morning” greeting. This greeting is followed by a uniform check, which consists of the DCI having the students stand up straight to make sure all of the uniform components are in place. The Executive Director stays outside to supervise the students as they enter the building.
- 7:30-7:45** Students bring all homework assignments to the homework table in the cafeteria. This table has color-coded folders labeled with the content area teachers’ names. Students neatly place their assignments in the appropriate folder, proceed to get their breakfast and eat silently.
- 7:50-8:14** Ms. Wright greets all of her advisory students by name, like all other teachers do. As students enter advisory, they are also greeted by their homeroom teachers. As students enter the room, they take their belongings to the designated crates. Without being instructed to do so and as they practiced from the beginning of the year, students bring the following materials to their desks: independent reading book for Silent Sustained Reading (SSR), binder, two pencils and one pen along with their Reading Binder. Students open their independent reading books and begin SSR. Ms. Wright circulates, takes attendance, and checks in with students to make sure they are focused and reading.
- 8:15-9:12** For a seamless transition, students’ advisory teachers are their first period teacher.
- Ms. Guzman’s sixth grade Reading Class begins. Ms Guzman teaches a double period of literacy. She teaches Reading from 8:15 am – 9:10 am and Writing from 9:12-10:07 am.
- The students are reading *Whirligig* by Paul Fleishman. Today’s Reading Aim is to contrast the appearances of the characters in the story. Students begin immediately with a Do Now. Students are to explain what figurative language is and provide two examples from the novel. Ms. Guzman’s lesson from yesterday was on figurative language. So today students show

what they know. After five (5) minutes, Ms. Guzman reviews the Do Now. Almost all of the students are waving their hands to respond. After the Do now, Ms. Guzman reviews the vocabulary homework. Students keep a vocabulary log throughout the year, and know they must be prepared for comprehensive, cumulative assessments on their vocabulary knowledge and application.

In the vocabulary log, Ms. Guzman identifies words from the central text being read in class. Students identify the part of speech, correctly use the word in a sentence—the sentence must convey a clear understanding of the word—and illustrate the word to convey its meaning. Ms. Guzman has already identified five new words she will assign today based on what they read in *Whirligig*.

**9:14-10:07** Today’s aim in Ms. Guzman’s writing class is to compare and contrast two of the major characters in *Whirligig*. Students begin with evidence in the story to support it. Ms. Guzman gives them five minutes to complete the Do Now. Students are thumbing through chapter two trying to locate the pages to support their characteristic.

The one-minute warning is given. Ms. Guzman smiles at Alan, who pats himself on the back for a job well done. “Times up!” Ms. Guzman says. Pencils are down and hands flapping are in the air. Ms. Guzman calls on Alan to share his answer with the class.

Students will read Chapter 3 in their reading groups, complete a Venn diagram, and begin the rough draft of their compare and contrast essay. Students feel comfortable reading in Ms. Guzman’s class because if they stumble over or mispronounce a word, their peers will not laugh, but offer to help them.

**10:07-10:18** Students take their AM nutrition Break. During this time students eat a light snack and take restroom breaks.

**10:20-11:15** Students have put their Reading book away and are now ready for the first class of their double period of math. Their math teacher Mr. Jackson enters and greets his students. “Good morning, class.” The students reply in unison, “Good morning, Mr. Jackson.”

Students are seated and begin with the Do Now. They have five minutes to complete ten problems in which they convert mixed numbers to decimals. The aim for the lesson, visible on the board is: Students will be able convert single digit fractions, with denominators less than five, to decimals and place them in order from least to greatest on a number line.

While students complete the Do Now, Mr. Jackson takes attendance and then circulates the room to ensure all students are actively working and

collecting data on how well students are able to complete the various problems of the Do Now. Students are working silently and intently. “Students, you have 30 seconds left,” Mr. Jackson states as he closely monitors the time using his stopwatch. A few students’ heads raise and put their pencils down, one student erases ferociously and scrawls down his last answer. “Time’s up. Pencils down.” In one beat, all pencils are down; in the next beat, papers are exchanged. Students know how to do this because it has been rehearsed since the first week of student orientation. Mr. Jackson reviews the answers with the class and all students organize the completed Do Now in their classroom binders.

After the Do Now, Mr. Jackson begins direct instruction on mixed number and fraction conversion. During guided practice, Mr. Jackson monitors student engagement and understanding. Mr. Jackson asks for two volunteers to come to the whiteboard to complete two examples. After the students complete their answers he has them talk through each step in front of the class.

**11:17-12:12** Mr. Jackson’s Math Procedures class has begun. Students are in the independent practice section of converting mixed numbers into decimals lesson. Mr. Jackson has carefully selected the problems he has given to students, carefully scaffolding each problem to increase the level of rigor. He circulates the room and checks for levels of understanding and supports the individual needs of each of his students. He sees one student struggling with the moderately difficult problems and he slides him a note to come and see him after school and simultaneously jots a note to himself to call his student’s mother to give him an update on her son’s progress in math.

With about eight minutes left in the period Mr. Jackson begins to assign the one-hour homework assignment that will be due tomorrow.

**12:12-12:33** Students are dismissed by classroom for lunch. Each teacher escorts his/her class down to the cafeteria. Teachers are released for lunch and administrators supervise the students. After all students have received lunch, they begin to talk in acceptable conversational tones, amongst themselves at their respective lunch tables. After students have finished their lunches they are permitted to play in the outdoor area, or work on assignments.

At 12:33, the bell rings. Students stop what they are doing immediately and line up silently by cohort and teachers return to escort them to the next class.

**12:35-1:30** Mr. Ramirez has escorted his fifth grade US History and Geography students from lunch and greets them upon entering the classroom. They have just begun the Do Now. Students are to tell about two significant

events that led to the American Revolution. Mr. Ramirez knows that this task should get students motivated about learning, because they have discussed these events over the last week. He gives the students five minutes and sets the stopwatch.

Today's aim is to identify the three central points of importance of the first Continental Congress. After time is called, Mr. Ramirez quickly calls on two volunteers to share their answers for the Do Now and then he dives immediately and energetically into the lesson.

**1:32-2:27** Ms. Williams greets her sixth grade Earth Science class with an enthusiastic, "Good afternoon, class!" The class stands and responds in unison, "Good Afternoon, Ms. Williams."

Ms. Williams reviews the agenda and aim for the day. Today's aim is to construct and interpret a simple scale map. The students are quickly seated and begin the Do Now, which requires them to define the terms topographic map and geologic map and explain the purpose of each type of map. They have five minutes.

Students have been working on scale, topographic and geologic maps for the past three days. They are furiously writing the Do Now as Ms. Williams is taking attendance and looking at her stopwatch while they are working. "You have one minute left," she announces.

"Times up!" All pencils are down and all heads are raised. "Would someone share his/her definition of a topographic map?" Hands shoot up and wave all over the room. "Great, I see we are excited to share, that's awesome. Let's hear from Juan."

"A topographic map is a map that gives locations of roads, landmarks and other features. It also gives contour lines at different elevations to show valleys, hills and mountains in the area."

"Excellent use of vocabulary and complete sentences, Juan." She continues, "Who would like to define geologic map?" Ms. Williams continues through all questions on the Do Now, congratulates the class on their clear and accurate understanding of these maps and their purposes, and then segues smoothly into the day's aim and lesson.

**2:29-3:24** In Physical Education, students are completing their Volleyball unit. They will be competing in teams, while Mr. Wilson assesses their serving, passing, and spiking techniques. There is a steady mumble among the students as they put on their purple or green team color-coded vests and get in their positions. They are smiling and giving each other high-fives.



When Mr. Wilson blows the whistle, students are in position and silent. He points to a student and says, “Heads or tails?”

The student in purple replies “Heads.”

Mr. Wilson tosses the coin in the air, catches it, clasps it on the back of his left hand, opens the right hand and says, “Tails.” All students from both teams clap, the whistle is blown and Sasha, from the green team, delivers a perfect serve and the Volleyball game begins.

**3:26-4:06** In Life Skills, Ms. Guzman teaches her fifth grade students a lesson on Teamwork. Students begin with a five minute Do Now. “In five to seven sentences, tell about a time when you worked as a member of team to accomplish a goal.” Students complete their Do Now and those that are finished early read from their Independent Reading books until Ms. Guzman starts the review.

Ms. Guzman begins, “Today we will discuss what it means to be a team member and what it means to be a team. At Crown Prep, we work together to make sure we all achieve our academic and character goals. We know that the when our teammate looks good, we all look good. When our teammate looks bad, we all...what class?” she waits for a response.

“Look bad!” the students reply in choral unison.

“That’s exactly right. Today we are going to problem solve for students who need your guidance on making the right decision. I have a fishbowl here with five slips of paper. Each has a situation where a group of students can work as a team and win or choose not to and get a much different result. But before we get into our work groups, I would like us to solve one together as a group.”

This lesson is a component of Crown Prep’s PRIDE Curriculum which focuses on the character traits embedded in Crown Prep’s vision of Perseverance, Respect, Integrity, Discipline, and Excellence.

**4:06** This is Crown Prep’s first dismissal. Students who do not have detention or additional tutoring are dismissed. The Executive Director and DCI are in front of the school building making sure the students are safely picked up or beginning the walk home. They remind students to study hard and they greet parents who are waiting nearby. Once the sidewalk is clear, it is time to go back into the building to supervise mandatory tutoring and detention.

**4:07-4:37** Detention for those with behavioral challenges has already begun. In detention, Ms. Wright supervises students as they sit silently and complete one-page reflections about the behavior that led them to detention. Today,

there are five students in detention. They work intently on their reflections; failure to provide thoughtful answers could lead to detention again on tomorrow.

Small Group Tutoring is also taking place after school hours. Today in Small Group, Mr. Jackson and Ms. Guzman are tutoring in Reading and Math.

Mr. Jackson is working with some of his students on math facts and the other students are getting extra help on today's lesson on fractions. He circulates and spends time with each student checking how they process each step to ensure a strong conceptual knowledge. Mr. Jackson gives two students high-fives for solving a challenging math problem.

Ms. Guzman is assisting four ELL students with fluency. She has just finished modeling reading a passage aloud. Ms. Guzman assigns each student a paragraph to read aloud, while she listens. She only interrupts when a student is stuck on a word and pays close attention to pronunciation and pacing.

With about one minute left, Mr. Jackson and Ms. Guzman make eye contact and look at their watches. Ms. Guzman announces, "You all have worked diligently this afternoon, please keep up the good work. It's time for us to leave, please look around you and leave this room the way it was before we entered."

Students put their belongings away and prepare to leave the room.

**4:37** The students are dismissed from Small Group Tutoring and detention and silently walk through the hallway to the exit. The Executive Director looks each student in the eye and says, "I expect to see you on time tomorrow ready to learn. Have a productive evening." By 4:40 the last student has departed and the Executive Director enters the building ready to prepare for tomorrow.

### **Teaching Methodologies**

Crown Prep teachers will deliver both whole group and small group instruction and use a variety of teaching methodologies to reach all learners. Each class will begin with a Do Now activity to immediately engage students in the objective for the day. The teachers will continue with direct instruction, introducing the lesson for the day by modeling and scaffolding information appropriately, while infusing new concepts and ideas. Teachers will instruct in a direct and explicit way. This will not be done through rote memorization, "but in an active thinking, problem solving way, with the reading of interesting stories and nonfiction materials as the medium for learning to use and think about [newly introduced] skills."<sup>9</sup>

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<sup>9</sup>Honig, Bill. 2000. *Teaching Our Children to Read: The Components of an Effective, Comprehensive Reading Program*. Second Edition. Corwin Press: Thousand Oaks, CA.

Teacher-led instruction will be followed by guided practice. Collaboratively, in small groups, or as a whole group during guided practice. Guided practice may include problem solving activities, synthesis, scientific observations, or demonstrations. After guided practice, students are given time for independent practice. During independent practice, teachers are able to assess which students may need additional support or advanced supplemental curriculum, as well as if they need to re-teach components of the lesson.

At Crown Prep we will create an environment in which our students feel safe and work hard while we provide a quality educational experience without distraction. In keeping with our belief that all students can achieve, Crown Prep will utilize proven effective research based approaches to educate our students. Crown Prep has modeled itself after other successful urban public schools, which have used the “no excuses” model with students of similar demographics.<sup>10</sup> Crown Prep will address all of the various California State Standards for each content area. Crown Prep will implement the following components of the model:

- Standards-based, high quality classroom instruction
- Leadership and staff committed to continuous improvement
- Highly structured environment
- Rigorous standards-aligned curriculum
- More time to learn
- Strong emphasis on assessment and accountability
- Character Education and PRIDE (Perseverance, Respect, Integrity, Discipline, and Excellence)
- Parental Partnership

Through our academic and character programs, we will produce educated, successful, informed, focused, and ethical citizens. Our students will be role models for their peers within the school and larger community. Upon matriculation, Crown Prep students will be prepared to gain access to, attend and successfully complete competitive high schools on the way to the college or university of their choice.

### **Standards-based, high quality classroom instruction**

*A Nation at Risk* defined a school that is a place of excellence as one “that sets high expectations and goals for all learners, then try in every way possible to help students reach them.”<sup>11</sup> Instructional excellence and extended time is essential to reach mastery. All faculty and staff members of Crown Prep will be engaged in a three-week intensive orientation prior to the start of the school year. There will be three main components of the orientation: standards-aligned curriculum development and data-driven instruction, assessment and accountability, and the creation and maintenance of an achievement-oriented, “no excuses” school culture.

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<sup>10</sup> Carter, Samuel Casey. 2000. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. Heritage Foundation: Washington, DC.

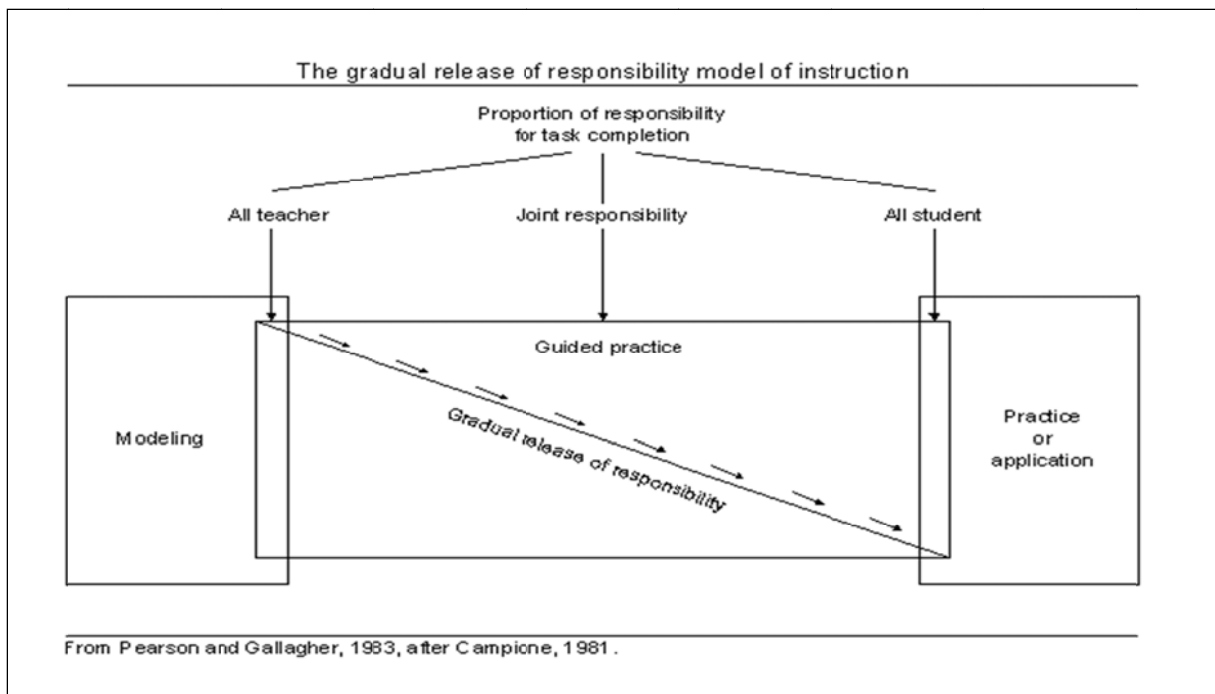
<sup>11</sup> *A Nation at Risk*. [www.ed.gov/pubs/NatAtRisk/risk.html](http://www.ed.gov/pubs/NatAtRisk/risk.html) retrieved 9/08/08.

Crown Prep teachers will use a common board configuration and daily lesson design. The Black Board Configuration (BBC)<sup>12</sup> will include the Standards-Based objectives of each class period (Aims), an opening activity (Do Now), a list of instructional activities (Agenda), and daily homework assignments.

Daily homework assignments will be an extension of the California State Standard(s) taught during a given lesson. Homework will be designed to reinforce, assess and promote mastery.

Daily lessons will follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.<sup>13</sup>

**Figure 1.5 Gradual Release of Responsibility Model**



Classes will be structured to ensure instruction is maximized. Daily routines of greetings at the door, Do Nows, aims, agendas, and exit tickets, will be present in all classrooms. Student homework will be purposefully crafted to reinforce the instruction and engage

<sup>12</sup> The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.

<sup>13</sup> Accessed at <http://home.earthlink.net/~jhholly/images/GRfigure1.gif> (11/ 5/08).

students in rigorous thought, by encouraging them to apply that knowledge at more advanced levels. Teachers will be evaluated on instructional effectiveness, delivery of the lesson, classroom management, use of data to inform practice, student achievement, level of communication with parents, and overall instructional organization. Teachers will be observed on a weekly basis and receive ongoing written and verbal informal feedback from the Director of Curriculum and Instruction. There will be two formal reviews per year, one in the fall and the other in the spring.

### **Leadership and staff committed to continuous improvement<sup>14</sup>**

Uncompromising leadership is rigorous, clear, and outcomes-driven; it is essential to building and sustaining a high achieving school. In *Good to Great*, Jim Collins describes rigorous leadership as “consistently applying exacting standards at all times at all levels. To be rigorous...means that the best people need not worry about their positions and can concentrate fully on their work.”<sup>15</sup> The school leader is responsible for hiring and retaining exemplary teachers. The leader then supports strong classroom instruction by providing the resources needed to execute lessons, provide professional development that will support standards-aligned curriculum and instruction, give formal and informal feedback on curriculum development and instructional execution. All high performing schools have “strong principals who hold their teachers and students to the highest standards.”<sup>16</sup> In developing the culture of continuous improvement, the leader will articulate clearly what is expected of the staff. These instructional goals will be well defined, driven by student achievement, measurable and constantly refined to better serve the needs of our students.

### **Highly structured environment**

We will provide an environment that is structured around clear and consistent routines and procedures that structure the school day and individual classrooms on a daily basis. Students will be held to the highest expectations academically and behaviorally; they will wear uniforms and follow a strict code of conduct. There will be standard procedures consistent across every classroom and students will know what to expect every day they enter school. For example, all classrooms will have consistent homework policies, with homework assigned every night in each class, checked immediately upon arrival to school the next day, and the assignment of after school small group tutoring for any student who struggles to complete all assignments fully and well. We expect all of our students to be prepared for class every day, and we will explicitly teach students the materials they need to begin the school day and have ready for each class. The discipline of silence within the school’s hallways will be enforced to limit disruptions and distractions that may interfere with the learning process, and all students will be warmly and individually greeted as they enter each classroom for the next lesson. From the very beginning of the school year, teachers will be able to teach in an environment that maximizes learning. Throughout the school year, teachers will be observed and given feedback to ensure the systems and structures that support learning remain consistent.

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<sup>14</sup> Allison Zmuda, Kuklis, R. Everett K. ASCD 2004. *Transforming Schools: Creating a Culture of Continuous Improvement*.

<sup>15</sup> Jim Collins. 2001. *Good To Great*. Harper Collins: New York, NY.

<sup>16</sup> Carter, Samuel Casey. 2000. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. Heritage Foundation: Washington, DC.

The construction of the school culture will begin during teacher orientation. Teachers will be trained in the “Crown Prep Way.” Daily procedures such as uniform check and lunchroom food distribution will be modeled and teachers will be given the opportunity to walk through these procedures. Teachers will receive explicit training in student dismissal from breakfast and lunch, walking in the hallways, classroom procedures when the bell rings, STAR (Sit-up straight, Track the speaker, Activate your thinking, Respect others by waiting)<sup>17</sup> and noise level meters.<sup>18</sup> While each of these procedures may not be directly related to learning, collectively they create an environment that is safe, orderly, reliable, and conducive to optimal learning for middle school students.

### **Rigorous and standards-driven curriculum**

“The number one ingredient [for school success] is the teaching staff, but in addition to that is the curriculum development process.<sup>19</sup>” Our mission is for students to be prepared to succeed in high school and college. To realize our mission we must provide our students with a rigorous educational program. The foundation of Crown Prep curriculum will be based upon all of the California State Standards for the various content areas. We will also use the national standards in English Language Arts and Mathematics, and the Chicago Reading Initiative<sup>20</sup> to further inform our practice. These are standards we will use to ensure our students are achieving academically and meeting NCLB requirements.

Prior to the start of the school year, we will conduct a diagnostic assessment of each student, using an age- and grade-appropriate standardized assessment tool such as the Stanford 10. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic action plans. These diagnostics will also allow a benchmark against which all future academic growth can be measured.

Using both external and internal standards-based assessments, we will assess student performance upon enrollment, weekly (through teacher created assessments), every six weeks (through our interim assessments), at the end of each trimester (end-of-trimester exams), and yearly (through the CST and Stanford 10). We will analyze data results closely through a test-item analysis, standard analysis, and cohort analysis, and convert the results into specific measurable action plans that support strong academic achievement for every student. At all grades in all subjects in which it is administered, we will use the California Standards Test (CST) as a critical tool to inform us about the efficacy of our curriculum, teaching methodologies and student supports. For both the nationally norm-referenced assessment and the CST, we will conduct a test-item analysis, and use student results to inform our instructional program. It is our goal to use these tools to effectively manage our school’s ability to meet its AYP goals.

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<sup>17</sup> The STAR position comes from North Star Academy Middle School a high-performing Charter School in Newark, New Jersey.

<sup>18</sup> Many of our systems and structures will be modeled after Excel Academy in Boston, MA. [www.excelacademy.org](http://www.excelacademy.org).

<sup>19</sup> Edwin Chang and Gerard Robinson. National Alliance for Public Charter Schools. “The Color of Success: Black Student Achievement in Public Charter Schools.” June 2008.

<sup>20</sup> Chicago Reading Initiative developed by the Chicago Public Schools.

### **More time to learn**

Like many high-performing urban charter schools, Crown Prep will provide an extended school day and year. Students will start the day with breakfast and homework collection beginning at 7:30 am and classes will begin with Advisory or Community Circle at 7:50 am and end at 4:06 pm Monday, Tuesday, Wednesday, and Friday, and on Thursday 7:50 am to 2:10 pm (see figures 1.7 through 1.14 Sample Schedules).<sup>21</sup> Community Meeting takes place once a week by grade level. School-wide Community meetings will be held three times a year at the conclusion of each trimester to recognize students who have made significant academic improvement, honor roll students, students who have consistently exhibited the PRIDE Values, responsibility, and citizenship.

In total, Crown Prep students will have 190 instructional days, beginning the first day of the third week in August, and ending the third Friday in June. On average, students at Crown Prep will receive an additional two hours more of daily instruction than that offered at local traditional schools. Passing periods will be limited to increase instructional minutes. All students will attend PE from 2:29 – 3:24 pm four days per week. Fifth and Sixth grade students will attend Life Skills from 3:26-4:06. Seventh and Eighth grade students will attend Art or Music from 3:26-4:06. After school Small Group Tutoring will be assigned to gifted students who seek acceleration, ELL students who require additional support, students who receive 69% or below on weekly teacher-created assessments, or who struggle to complete homework assignments fully and well.

The sample schedules in Figures 1.7, 1.8, 1.9, and 1.10 denote fifth and sixth grades. In fifth and sixth grade, Crown Prep students will constantly be confronted with the PRIDE Values, high expectations and routines that encourage academic excellence and promote character development. To ensure our students have the skills necessary to become successful high school and college students, our fifth and sixth grade students will be instructed in Life Skills four days a week.

### **Life Skills**

This course will focus on the development of study skills, organizational skills, test taking skills, conflict resolution, the PRIDE Values, and how to effectively work in teams. These skills will contribute to developing students who are well prepared for the rigors of high school and college. The Life Skills course will initially be developed by the Director of Curriculum and Instruction (DCI) in year one. In subsequent years, the DCI will collaborate with teachers to evaluate the course and tailor it to meet the needs of the students. A Life Skills sample schedule can be found in the Figure 1.6.

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<sup>21</sup> Please see the Attachment A for the complete Student Schedule.

**Figure 1.6**  
**Sample Life Skills Schedule**

<b>Grade 5</b>	<b>Theme</b>
Trimester 1	Getting Organized
Trimester 2	Speaking, Listening, Study Habits
Trimester 3	Conflict Resolution
<b>Grade 6</b>	<b>Theme</b>
Trimester 1	Working in a team
Trimester 2	Improving your writing
Trimester 3	Speech & Communication

### **Student Schedule Rationale**

#### *Transition Times*

As a school dedicated to meeting the urgent need of providing rigorous college preparatory curriculum, we capture every minute of the instructional day. Our passing/transition periods are minimal (2 minutes) based upon a seamless transition model studied by Laura McGowan, the Lead Petitioner, at Excel Academy in East Boston. Based on this model, Crown Prep teachers will implement a formal closing of the class period, strictly dismissing students and efficiently moving them to the next class, thereby eliminating the time it would take for 120+ students to move from one classroom to another. We will implement a school-wide bell system with a two-minute warning bell and a passing bell. In addition to the school bell system, teachers will have synchronized stop watches to monitor the use of instructional minutes and plan accordingly. As a small school, we anticipate that our facility will allow for such transitions. Within the small school, classrooms to which students will travel will be immediately proximal, and there will not be a larger campus to negotiate, which typically requires more passing time. Several existing models within the Los Angeles charter world evidence the use of such minimal passing time within small facilities, serving a small school community within a tightly structured academic setting.

All teachers have daily planning periods, providing within the daily professional schedule the ability for teachers to ensure that all materials are in place to move from classroom to classroom throughout the day. Teachers may elect to use pre-created transparencies, flip charts, or other forms of technology with the Black Board Configuration (BBC) in place, to allow students to begin work immediately.

The first core period of the day will be taught by the advisory teacher; as a result the transition time from Advisory to 1<sup>st</sup> period will be one minute.

#### *After School Small Group Tutoring*

To ensure that 100% of our students reach proficiency in Literacy and math by 2013-14, as required by NCLB, we will teach to mastery, accelerate and provide needed scaffolds



to identified students during and after the instructional day. Based on best practices of high-performing charter schools studied by the Lead Founder, Laura McGowan, and the academic goals set forth in Elements 2 and 3, we have incorporated Small Group Tutoring after school.

Tutoring at Crown Prep will be an extension of the concepts currently being taught in the core curriculum, a tool for immediate reinforcement, additional support for ELL students, and/or an opportunity to provide additional challenge. During tutoring, students may receive additional guided and/or independent practice from faculty in a small group setting.

*Who will be assigned Small Group Tutoring?*

Students with identified needs such as ELL students in need additional support outside of the ELL Tutorial, gifted students who seek additional challenge, students who have trouble completing homework fully and well, and students who score 69% or below on weekly teacher created assessments may be assigned tutoring after school. To ensure we meet the specific needs of our students during Small Group Tutoring, students will be grouped according to their targeted need and assigned to the appropriate staff member for tutoring.

*Credentials*

Crown Prep agrees to comply with the provisions of the federal No Child Left Behind Act as they apply to accommodating the instructional needs of all students and highly-qualified certificated personnel and paraprofessional employees of charter schools. Teachers of core content areas at Crown Prep (English Language Arts, Math, Science, and Social Studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

**Figures 1.7 and 1.8 Sample Schedules**

**Grade 5**

<b>Monday-Wednesday and Friday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early
<b>7:50-8:14</b>	Advisory Community Meetings on Monday
<b>8:15-9:10</b>	Reading
<b>9:12-10:07</b>	Writing
<b>10:07-10:18</b>	AM Snack
<b>10:20-11:15</b>	Math Procedures
<b>11:17-12:12</b>	Math Problem Solving
<b>12:12-12:33</b>	Lunch
<b>12:35-1:30</b>	US History & Geography: Making a
<b>1:32-2:27</b>	Science Foundations
<b>2:29-3:24</b>	Physical Education
<b>3:26-4:06</b>	Life Skills
<b>4:06</b>	Dismissal #1
<b>4:07-4:37</b>	Small Group Tutoring <b>OR</b> Detention
<b>4:37</b>	Dismissal #2

<b>Professional Development Thursday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early
<b>7:50-8:00</b>	Advisory
<b>8:02-8:57</b>	Reading
<b>8:59-9:54</b>	Writing
<b>9:54-10:04</b>	AM Snack
<b>10:07-</b>	Math Procedures
<b>11:03-</b>	Math Problem Solving
<b>11:57-</b>	Lunch
<b>12:19-1:13</b>	US History & Geography: Making a
<b>1:15-2:10</b>	Science Foundations
<b>2:10</b>	Dismissal
<b>2:15-5:00</b>	<i>Professional Development</i>

**Figures 1.9 and 1.10 Sample Schedule**

**Grade 6**

<b>Monday-Wednesday and Friday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early
<b>7:50-8:14</b>	Advisory Community Meetings on Tuesday
<b>8:15-9:10</b>	Reading: Fiction and Non-Fiction
<b>9:12-10:07</b>	Writing: Grammar Foundations
<b>10:07-10:18</b>	AM Snack
<b>10:20-11:15</b>	Math Procedures
<b>11:17-12:12</b>	Math Problem Solving
<b>12:12-12:33</b>	Lunch
<b>12:35-1:30</b>	World History & Geography: Ancient
<b>1:32-2:27</b>	Earth Science
<b>2:29-3:24</b>	PE
<b>3:26-4:06</b>	Life Skills
<b>4:06</b>	Dismissal #1
<b>4:07-4:37</b>	Small Group Tutoring <b>OR</b> Detention
<b>4:37</b>	Dismissal #2

<b>Professional Development Thursday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early
<b>7:50-8:00</b>	Advisory
<b>8:02-8:57</b>	Reading: Fiction and Non-Fiction
<b>8:59-9:54</b>	Writing: Grammar Foundations
<b>9:54-10:04</b>	AM Snack
<b>10:07-</b>	Math Procedures
<b>11:03-</b>	Math Problem Solving
<b>11:57-</b>	Lunch
<b>12:19-1:13</b>	World History & Geography: Ancient
<b>1:15-2:10</b>	Earth Science
<b>2:10</b>	Dismissal
<b>2:15-5:00</b>	<i>Professional Development</i>

The sample schedules below, in Figures 1.11 and 1.12, denote the seventh grade. By the seventh grade, our students will be enrolled in Enrichment courses. Seventh grade students will be enrolled in Art or Music courses. Crown Prep teachers will teach these courses.

**Figures 1.11 & 1.12 Sample Schedule**

**Grade 7**

<b>Monday-Wednesday and Friday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early)
<b>7:50-8:14</b>	Advisory Community Meeting on Wednesday
<b>8:15-9:10</b>	English
<b>9:12-10:07</b>	Writing
<b>10:07-10:18</b>	AM Snack
<b>10:20-11:15</b>	Pre-Algebra Procedures
<b>11:17-12:12</b>	Pre-Algebra Problem
<b>12:12-12:33</b>	Lunch
<b>12:35-1:30</b>	World History and Geography: Medieval and Early Modern
<b>1:32-2:27</b>	Life Science
<b>2:29-3:24</b>	Physical Education
<b>3:26-4:06</b>	Art/Music
<b>4:06</b>	Dismissal #1
<b>4:07-4:37</b>	Small Group Tutoring <b>OR</b> Detention
<b>4:37</b>	Dismissal #2

<b>Professional Development Thursday</b>	
<b>7:30-7:45</b>	Doors open (breakfast for early)
<b>7:50-8:00</b>	Advisory
<b>8:02-8:57</b>	English
<b>8:59-9:54</b>	Writing
<b>9:54-10:04</b>	AM Snack
<b>10:07-</b>	Pre-Algebra Procedures
<b>11:03-</b>	Pre-Algebra Problem
<b>11:57-</b>	Lunch
<b>12:19-1:13</b>	World History and Geography: Medieval and Early Modern Times
<b>1:15-2:10</b>	Life Science
<b>2:10</b>	Dismissal
<b>2:15-5:00</b>	<i>Professional Development</i>

The sample schedules below, in Figures 1.13 and 1.14, denote the eighth grade. By the eighth grade, our students will be enrolled in one Art or Music course, four days a week. Crown Prep teachers will teach these courses.

**Figures 1.13 and 1.14 Sample Schedule**

**Grade 8**

Monday-Wednesday and Friday	
7:30-7:45	Doors open (breakfast for early
7:50-8:14	Advisory Community Meeting on Friday
8:15-9:10	Reading
9:12-10:07	Writing
10:07-10:18	AM Snack
10:20-11:15	Algebra Procedures
11:17-12:12	Algebra Problem
12:12-12:33	Lunch
12:35-1:30	US History & Geography: Growth and
1:32-2:27	Physical Science
2:29-3:24	Physical Education
3:26-4:06	Art/ Music
4:06	Dismissal #1
4:07-4:37	Small Group Tutoring <b>OR</b> Detention
4:37	Dismissal #2

Professional Development Thursday	
7:30-7:45	Doors open (breakfast for early
7:50-8:00	Advisory Community Meeting on Friday
8:02-8:57	Reading
8:59-9:54	Writing
9:54-10:04	AM Snack
10:07-	Algebra Procedures
11:03-	Algebra Problem Solving
11:57-	Lunch
12:19-1:13	US History & Geography: Growth and
1:15-2:10	Physical Science
2:10	Dismissal
2:15-5:00	<i>Professional Development</i>

**Strong emphasis on assessment and accountability**

Data will drive instruction and will serve as a primary factor in measuring teacher effectiveness. Assessment will be a regular occurrence at Crown Prep as we believe that “[S]tandardized tests should be one aspect of a regular regime of rigorous testing.”<sup>22</sup> At the beginning of the first year of enrollment at Crown Prep, in addition to the previous years CST scores, students will be given a benchmark diagnostic test in reading and in math against which all future longitudinal growth will be measured. In reading, students will be measured using the Stanford 10. To measure longitudinal growth, these tests will

<sup>22</sup> Carter, Samuel Casey. *No Excuses: 21 Lessons from High Performing, High-Poverty Schools*. The Heritage Foundation: Washington, DC. 2000.

be administered again in May of each school year. Students will be given interim assessments every six weeks and end of trimester exams to measure growth and mastery of the California State Standards.

During staff orientation and training, teachers will be trained in developing Curriculum Alignment Templates (CATs), internal assessments, and protocols for state testing, and high school entrance exams.<sup>23</sup> A Curriculum Alignment Template is a tool that will allow the school and teachers to align each state standard with all classroom lessons and assessments and to break down those standards into smaller, more measurable, daily objectives as needed. The CAT will include CA standards and corresponding objectives that will be used as a curriculum map that lists when standards will be taught over the course of the year. The curriculum mapping process and format will be informed by the Understanding by Design Framework developed by Jay McTighe and Grant Wiggins.<sup>24</sup> In addition, it will contain the lesson topic, essential questions, objectives, vocabulary, and assessment methods. This detailed work will enable teachers to have a solid plan before students arrive and will assist them in creating their lesson plans.

Under the guidance of the Executive Director and Director of Curriculum and Instruction, teachers will develop CATs which are aligned with state and national standards as well as SSAT. The CATs will serve as a guide in developing assessments by which students will be tested every six weeks. The internal assessments will serve as a basis from which daily lesson plans are developed and inform teachers of specific learning gaps that need to be addressed. Teachers will turn in their Curriculum Alignment Templates (CATs) to the Director of Curriculum and Instruction at the end of the second week of orientation for approval.

### **Character education and PRIDE Values**

Our students will be taught values that will prepare them for academics and life. Not only do we expect for all students to achieve academically, we expect them to behave in a way that exhibits good character. This will be modeled by leadership and staff on a daily basis, and will be incorporated into classroom lessons. Once a week, during advisory, each grade level will have a community meeting which will focus on one of the PRIDE Values of Perseverance, Respect, Integrity, Discipline and Excellence and give students an opportunity to practically apply them to their lives. The community meetings will also intertwine elements of what they are currently learning in core academic classes as well. In advisory, students will complete an activity that will reinforce the character trait they learned in community meeting. Students will come together as a school once a trimester for a school-wide assembly. These school-wide assemblies will celebrate student accomplishments.

Crown Prep's character education program will be developed upon the Character Education Partnership (CEP) framework. CEP asserts, "In a school committed to developing character, these core values are treated as a matter of obligation, as having a claim on the conscience of the individual and community." The CEP devises character

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<sup>23</sup> This method is adopted from Roxbury Preparatory Charter School, a high-performing school in Boston, MA, during training at Building Excellent Schools on 9/12/08.

<sup>24</sup> Wiggins, Grant and Jay McTighe. ASCD. *Understanding By Design*. 2005.

education frameworks for educational institutions and has been recognized as a resource in character development, in the state of California and nationally. The CEP framework is based upon eleven core principles.<sup>25</sup>

*Character Education:*

1. **Promotes core ethical values and supportive performance values as the foundation of good character:** Character education holds that widely shared, pivotally important, core ethical values - such as caring, honesty, fairness, responsibility, and respect for self and others - along with supportive performance values - such as diligence, a strong work ethic, and perseverance - form the basis of good character.
2. **Defines "character" comprehensively to include thinking, feeling, and behavior:** Students grow to understand core values by studying and discussing them, observing behavioral models, and resolving problems involving the values.
3. **Uses a comprehensive, intentional, and proactive approach to character development:** A comprehensive approach uses all aspects of schooling as opportunities for character development. This includes what is sometimes called *the hidden curriculum* (e.g., school ceremonies and procedures; the teachers' example; students' relationships with teachers, other school staff, and each other; the instructional process; how student diversity is addressed; the assessment of learning; the management of the school environment; the discipline policy); the *academic curriculum* (i.e., core subjects, including the health curriculum); and *extracurricular programs* (i.e., sports teams, clubs, service projects, after-school care).
4. **Creates a caring school community:** A school committed to character strives to become a microcosm of a civil, caring, and just society. It does this by creating a community that helps all its members form caring attachments to one another.
5. **Provides students with opportunities for moral action:** In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as compassion, responsibility, and fairness in everyday interactions and discussions as well as through community service.
6. **Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed:** Because students come to school with diverse skills, interests and needs, an academic program that helps all students succeed will be one in which the content and pedagogy are sophisticated enough to engage all learners. This means providing a curriculum that is inherently interesting and meaningful to students.

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<sup>25</sup> More information about the Character Education Partnership may be found at <http://www.character.org>

7. **Strives to foster students' self-motivation:** Character is often defined as "doing the right thing when no one is looking." The best underlying ethical reason for following rules, for example, is respect for the rights and needs of others, not fear of punishment or desire for a reward
8. **Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students:** All school staff need to be involved in learning about, discussing, and taking ownership of the character education effort. First and foremost, staff members assume this responsibility by modeling the core values in their own behavior and taking advantage of other opportunities to influence the students with whom they interact.
9. **Fosters shared moral leadership and long-range support of the character education initiative:** Schools that are engaged in effective character education have leaders (e.g., the principal, a lead teacher or counselor, a District administrator, or preferably a small group of such individuals) who champion the effort.
10. **Engages families and community members as partners in the character-building effort:** Schools that reach out to families and include them in character-building efforts greatly enhance their chances for success with students. They take pains at every stage to communicate with families via newsletters, e-mails, family nights, and parent conferences about goals and activities regarding character education.
11. **Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students' manifest good character:** The CEP framework will serve as a launch pad for the development Crown Prep's PRIDE Values character development program. Using the framework, the Executive Director and the Director of Curriculum and Instruction will develop a character education program that is tailored to Crown Prep.

### **Parental partnership**

Parental involvement is important in the achievement of students. Yet research indicates that parental involvement recedes during adolescence.<sup>26</sup> With this knowledge, Crown Prep will employ a variety of strategies to engage parents in their child's education: the Crown Preparatory Student and Family Compact, the Crown Prep Parental Partnership Committee (CPPPC), and the advisory program. While these are not conditions of enrollment, the compact and the CPPPC engage the parent in the education of their child. The Compact clearly articulates the promise of high behavioral and academic expectations. It also explains the role of the parent and student in academic achievement.<sup>27</sup>

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<sup>26</sup> Price, Hugh. *Mobilizing the Community to Help Students Succeed*. ASCD: Alexandria, VA, 2008.

<sup>27</sup> Please see Attachment B for the complete Crown Prep Academy Student and Family Handbook and the Crown Prep Student and Family Compact.



At Crown Preparatory Academy our goal is to deeply engage our parents in the school and in the lives of their children. Our parents will be invited to have direct input in governance and instruction, through direct communication with the board of directors throughout the school year, at board meetings and through formal input as part of a bi-annual parent survey, which provides a quantitative and qualitative review of all aspects of the school. Survey results are analyzed closely by the board each year, and the results are provided publicly as part of our Annual Report. Parents will also be invited to participate in the Academic Accountability Committee and the Development Committee. On the school level, parents will be able to communicate with the Executive Director and the Director of Curriculum and Instruction on a regular basis regarding instruction, level satisfaction with the school, and ways we can improve.

As listed in the Crown Prep Academy Handbook, we encourage our parents to partner with us by: providing an atmosphere at home to foster academic growth, participating in school-wide and classroom events, reciprocal communication with the school, participating in the Crown Prep Parental Partnership Committee, sharing their feedback with the Board of Directors, and working with the school leadership to examine social and academic progress to improve student outcomes.

## **2. The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach;**

### **Scope and Sequence<sup>28</sup>**

Students at Crown Prep will complete a course of study based on California Content Standards and with a level of rigor designed to prepare students for success at college preparatory high schools. Figure 1.15 outlines the coursework that all students will complete at each grade level, and the narrative and charts that follow describe each course in additional detail.

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<sup>28</sup> The California State Standard Alignments for each grade and subject can be found in Attachment R.

**Figures 1.15 Scope and Sequence**

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English-Language Arts</b>	Grade 5 Reading	Grade 6 Reading	Grade 7 English	Grade 8 English
	Grade 5 Writing	Grade 6 Writing		
<b>Mathematics</b>	Grade 5 Math	Grade 6 Math	Pre-Algebra	Algebra I
<b>History-Social Science</b>	U.S. History and Geography: Making a New Nation	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	U.S. History and Geography: Growth and Conflict
<b>Science</b>	Grade 5 Science Foundations	Earth Science	Life Science	Physical Science
<b>Non-Core</b>	Life Skills	Life Skills	Visual or Performing Arts	Visual or Performing Arts
	Physical Education (4 days a week)	Physical Education (4 days a week)	Physical Education (4 days a week)	Physical Education (4 days a week)

Our motto is *Plan. Study. Achieve.* We will instill in our students the values of hard work and triumphing over challenges to ensure their success in high school and college. “Only students who plan to go to selective colleges...have any incentive to take tough courses and study hard for the rest of their high school career.”<sup>29</sup> This is the message we will continuously convey to our students. We will build a culture of high expectations for our students in middle school to create intrinsic motivation to meet challenges and create success in high school, in college and in life.

Based on the educational need and our college preparatory focus, Crown Prep will place a strong emphasis on literacy and math. All fifth and sixth grade students will take one period of reading and another of writing, while seventh and eighth graders will take double periods of English Language Arts. This approach is designed to meet the needs of all students. Students who score Advanced will be challenged through our rigorous academic program. Proficient, Basic, Below Basic, and Far Below Basic students will be challenged to progress toward advanced and proficient levels. Our ELLs will benefit from our focus on literacy, through increased exposure to curriculum focused on fluency, vocabulary, reading comprehension, and writing.

<sup>29</sup> Judy Coddling and Mark Tucker. 2001. “Setting High Standards for Everyone.” *The Jossey-Bass reader on School Reform.* Jossey-Bass: San Francisco, CA.

Based upon our projected population our students will primarily be from socio-economically disadvantaged homes. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged.<sup>30</sup> Due to this vast word gap many students continue to lag behind their more affluent peers well beyond age three. With this knowledge, Crown Prep will focus aggressively on literacy development at all grade levels. The curriculum framework for all reading courses will be based on California State Standards and the Chicago Reading Initiative. Reading courses will focus on increasing fluency, comprehension, vocabulary, and writing.

Crown Prep will use components of The Chicago Reading Initiative (CRI) framework<sup>31</sup>, a research based approach to literacy, to supplement literacy instruction. The CRI framework focuses on the four components of the Reading Instruction Framework - word knowledge, fluency, comprehension, and writing - to meet the diverse needs of all students. The CRI provides coherent practices to support educators in implementing effective instruction across an integrated curriculum. The CRI framework supports NCLB requirements by providing a structure for targeted literacy instruction, which includes two or more hours during the school day and professional development for teachers, thereby improving the literacy of our students.

The CRI Literacy Handbook (2004)<sup>32</sup> outlines best practices in literacy instruction as well as how these practices should be demonstrated in the classroom. It highlights the actions of the teacher and students while the strategy is in use as well as what the observer should see. The handbook specifically outlines the following types of literacy instruction strategies for fourth through eighth grade students:

- **The Read Aloud:** In the read aloud strategy, a teacher sets aside time to read orally to students on a consistent basis. The selections should be above students' independent reading level and at their listening level. Read aloud allows the teacher to model fluent and expressive reading, to think aloud, and to provide interactions with a variety of texts. Teachers should increase the length and complexity of narrative and expository text over time.
- **Scaffolding Comprehension Strategies:** Scaffolding instruction begins with selecting a learning task for the purpose of teaching a skill that is emerging in the student's repertoire but is not yet fully developed (Palincsar, 1986)<sup>33</sup>. The teacher strategically releases instructional support until the student is able to perform the task independently. According to Dorn and Soffos (2001).<sup>34</sup> A scaffolded model of instruction might proceed as follows: modeling—teacher does, students watch;

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<sup>30</sup> Betty Hart and Todd R. Risely. Spring 2003. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*.

<sup>31</sup> More information about the Chicago Reading Initiative may be found at <http://cri.cps.k12.il.us/>.

<sup>32</sup> The Chicago Reading Initiative Literacy Handbook may be found at [http://www.cri.cps.k12.il.us/pdf/Literacy\\_Handbook.pdf](http://www.cri.cps.k12.il.us/pdf/Literacy_Handbook.pdf).

<sup>33</sup> Palincsar, A.S. 1986. *The role of dialogue in providing scaffolded instruction*. Educational Psychologist, 21, 73-98.

<sup>34</sup> Dorn, L., & Soffos, C. 2001. *Shaping literate minds*. Portland, ME: Stenhouse Publishers.

coaching—teacher does, students help; scaffolding—students do, teacher helps; and fading or “releasing control”—students do, teacher watches.

- **Making Connections:** Reading is a strategic thinking process facilitated by prior knowledge about a topic and the ability to make meaningful connections to improve comprehension. Proficient readers use background knowledge and information from previous texts to enhance their understanding and make connections. Activating background knowledge involves validating students’ prior knowledge of a topic to aid in the understanding of the text. “Relating the selection to students’ lives is a powerful way to engage students in a text and to facilitate their comprehension” (Tierney & Readence, 2000, p. 33).<sup>35</sup> Successful readers monitor their own thinking (metacognition) and make connections between text and their own experiences, other texts, and the world through writing and talking about text before, during, and after reading.
- **Word Study:** Skilled word learners use context and their knowledge of word parts to deal effectively with new words. Independent word learning is enhanced when these techniques are taught as strategies by modeling and coaching to demonstrate how the knowledge of context and word parts (structural analysis) can be used to determine the meanings of unfamiliar words encountered while reading. Word study includes interactive experience with comparing and contrasting words and semantic and syntactic categorization of words.
- **Vocabulary:** “Increasing the amount of students’ reading of a variety of texts is the single most important thing a teacher can do to promote large-scale vocabulary growth. Explicit vocabulary instruction is necessary when context does not provide essential information. Effective vocabulary instruction integrates key vocabulary across content areas into daily use, providing opportunities for repetition and meaningful use.”
- **Fluency:** “During fluency instruction, students are provided with a model of fluent reading that emphasizes expressiveness, accuracy, and appropriate reading rate. Following an initial introduction to the reading selection, students repeatedly practice oral and/or silent reading of the text. Research has shown that the explicit modeling of oral reading by teachers and repeated oral reading by students improves the students’ oral reading fluency. Fluency instruction is most effective in improving comprehension when students have multiple opportunities to practice reading a familiar text (Rasinski, 2003).<sup>36</sup>
- **Guiding Reading: Small Group Instruction with Instructional Level Text:** “The procedure begins with an introduction to the selected text to support students as they are reading. In small groups, students read the same selection silently as the teacher works on specific strategies with individual students within the group.

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<sup>35</sup> Tierney, R., & Readence, J. 2000. *Reading strategies and practices: A compendium*. Boston: Allyn & Bacon.

<sup>36</sup> Rasinski, T. 2003. *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic Professional Books.

Following silent reading, the teacher and students explore the meaning of the text and revisit the text to make connections, search for information, and/or find evidence to support their thinking. Finally, the teacher uses information from the guided reading experience as the basis for teaching metacognitive strategies that can be applied to other texts (Lipson & Wixson, 2003)<sup>37</sup>. Oral reading should be used selectively to emphasize a particular passage, to exemplify statements in discussion, and to teach strategies as the need or opportunity arises.”

- **Guiding Reading: Small Group Instruction with Instructional Level Text Asking Questions to Extend Understanding:** “When students ask questions and search for answers, they are monitoring their own comprehension and interacting with text to construct meaning. Whether the questions are teacher or student generated, questioning promotes interactive and engaging opportunities to collaboratively construct meaning of text and to share thinking. Questioning is the key to understanding. Through questioning, comprehension increases as readers interact with text, focus on main ideas, clarify their thinking, make connections, and extend meaning.”
- **Guiding Silent Reading:** “The teacher selects and previews the material to be read. The teacher has pre-determined strategic stopping points in the text based on content, genre, and text structure. At these stopping points, the teacher provides students with opportunities to respond to text through writing, discussing, and sharing personal and group insights. The teacher uses the student responses to check comprehension and to model self-monitoring fix-up strategies and problem-solving to be used when comprehension breaks down. Oral reading should be used selectively to emphasize a particular passage, to exemplify statements in discussion, and to teach strategies as the need or opportunity arises.”
- **Engaging Students in Sustained Collaborative Discussion:** Classroom discussion is an important strategy for enhancing understanding, clarifying and refining meaning, making connections, inferring, and synthesizing information. It serves an important social function in the classroom by creating an opportunity for all students to participate in collaborative conversations to enhance learning. Discussion is centered on student thinking flowing from their questions and topics of inquiry. The role of the teacher is to facilitate the students’ collaborative conversations around topics of inquiry. The purpose of collaborative conversation is to create an environment for the discussion of reading selections that integrates sharing, peer interaction, and expert guidance. Sustained collaborative discussion enhances exploration transmission and construction of meaning (Tierney & Readence, 2000, p. 306).<sup>38</sup> Middle level grades are social settings. Providing students with varied opportunities to collaborate and share often increases student motivation and provides teachers with a way of channeling “kid-talk” productively into the curriculum.”

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<sup>37</sup> Lipson, M., & Wixson, K. 2003. *Assessment and instruction of reading and writing difficulty: An interactive approach*. New York: Allyn & Bacon.

<sup>38</sup> Tierney, R., & Readence, J. 2000. *Reading strategies and practices: A Compendium*. Boston: Allyn & Bacon.

- **Writing to Learn:** “Writing facilitates learning by helping students explore, clarify, and think deeply about the ideas and concepts they encounter while reading. Writing about ideas and concepts encountered in texts will improve students’ acquisition of content more than simply reading without writing (Vacca & Vacca, 2002)<sup>39</sup>. Students benefit from writing to learn activities specific to each content area.”
- **Learning to Write:** Writing is a recursive process during which students negotiates the complex system of transforming thought into written communication as they develop ideas, express them through drafting, and bring their writing to a finished product. As defined by Gardner and Johnson (1997): Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.

## **Seventh and Eighth Grade**

### Seventh Grade English

Students will continue to build students’ vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing,

Students will identify analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh-graders will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author’s point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices.

Seventh Grade English will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

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<sup>39</sup> Vacca, R., & Vacca, J.L. 2002. *Content area reading: Literacy and learning across the curriculum*. Boston: Allyn & Bacon.

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English students will continue to experience both self-selection of topics and responding to assigned prompts. They will also develop word processing skills, with programs such as Microsoft Word and PowerPoint.

#### Eighth Grade English

Students will integrate reading and writing skills in a single class. This course will prepare students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. The class will also incorporate non-fiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas.

Eighth Grade English will include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students will analyze nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students will study different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They will use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. Most of the assigned texts in Eighth Grade English will have historical significance, and many will tie in with the United States history standards.

Students in Eighth Grade English will continue to write clear, coherent, and focused essays that also reflect the author's personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original

ideas. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students will write:

- biographies
- autobiographies
- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents
- high school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

Like English Language Arts and Mathematics, Science and History/Social Science courses will be based on the California State Standards. In addition, Science and History/Social Science teachers will infuse reading and writing instruction, note-taking, speaking and listening skills into the curriculum.

All students will have double periods of mathematics. The standards-based curriculum will focus on the mastery of basic math facts and problem solving as a foundation for mathematical success. Math concepts will not be taught in isolation, but will be constantly reinforced. Students will be given time to process, practice and master mathematical concepts. By the seventh grade, students will enter Pre-Algebra and Math Problem Solving in preparation for a successful eighth grade year in Algebra I. (For complete Student Schedule, please see Attachment A.)

### **Seventh and Eighth Grade Mathematics**

Seventh Grade Pre-Algebra will prepare students for Algebra in eighth grade. By the end of seventh grade, students will be skilled at manipulating numbers (constants and variables) and solving equations. They will be able to factor numerators and denominators and use exponents. They will be able to use the Pythagorean Theorem to solve problems, computing the length of an unknown side of a triangle. Students will be able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students will be able to convert between fractions, decimals, and percents. They will continue to practice with ratio and proportions, compute percents of increase and decrease, and compound interest. Students will graph linear functions and understand the concept of slope.



Eighth Grade Algebra is a one-year college-preparatory algebra course. Students will study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They will use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third degree polynomials and simplify fractions with polynomials. Students will use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students will also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

### **Seventh and Eighth Grade Social Studies/History**

Grade 7—Medieval and Early Modern Times

Seventh Grade Social Studies, *World History and Geography: Medieval and Early Modern Times*, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

Grade 8—U.S. History and Geography

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.

### **Seventh and Eighth Grade Science**

Grade 7 – Life Science

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role

of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

#### Grade 8 – Physical Science

Students in eighth grade focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object's mass. Students will learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They will be able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and will be able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

#### **ELD Tutorial Support**

Identified English Language Learners, will receive Small Group ELL Tutorial Support after school. During ELL Tutorial Support students will be given instruction in phonemic awareness, fluency, comprehension and additional time to build foundational literacy skills. The ELL teacher may implement *Language!* or a similar program based on the needs of our ELL population. In addition to the after school ELL Tutorial Support, ELL students will also have double periods of literacy during the instructional day.

#### **The PRIDE Values: Character Development**

Just as students need the intentional teaching of academic concepts to reach achievement, at Crown Prep, we intentionally teach the PRIDE Values. In advisory, students will be given direct and guided instruction on the PRIDE Values. Students will also be engaged in team building activities in advisory to build community and reinforce the PRIDE Values. Students will be expected to exhibit these values on a daily basis inside the school building and in the community. The quality of work students submit in class, daily classroom behavior, interactions with peers and staff, and level of preparedness for class will all be evaluated based upon the PRIDE Values. For example, if a student fails to come to class prepared, the teacher might say to the student, "You are not prepared to learn, which does not exhibit the PRIDE Value of Excellence." The teacher would consequently deduct PRIDE Points for the day.

### 3. How the curriculum addresses California Content Standards;

#### Curriculum

Crown Prep’s curriculum will be aligned with the requirements of the California Department of Education and will be college preparatory. All courses will be aligned with the California State Standards. We understand that our students may have serious deficiencies when they first enter Crown Prep, however, our entire school design is to ensure that all students acquire the skills and knowledge needed to meet the school’s demanding curriculum. Diagnostic assessments will determine students’ strengths and weaknesses. As necessary, teachers will supplement the curriculum to meet student needs. Organized instruction that supports the most at-risk students, the extended day and year, double blocks of instruction in literacy and math each day, and multiple academic supports each afternoon allow every student to learn at a high level. A comprehensive list of California State Standard Correlations for each subject is in Attachment R.

**Mathematics:** In accordance with the California’s new standards for eighth grade Algebra, graduating eighth graders will have achieved and demonstrated mastery of algebra in their last year at Crown Prep. In order to reach this goal, students must have access to a rigorous and challenging math curriculum beginning in the fifth grade that first addresses previously unlearned skills and concepts and then establishes the foundational numeracy skills on which more advanced math is based.

In grades five to eight, all students will have two hours of math each day. Fifth and sixth grade math will implement Saxon California Math and SRA: Corrective Mathematics to reinforce basic skills. Saxon California Math provides an exceptionally strong foundation in basic skills, procedural computation, and conceptual understanding.<sup>40</sup> Corrective Mathematics teaches strategies students need for learning facts, working computation problems, and solving story problems.<sup>41</sup> Sixth grade math will reinforce the skills learned in the previous year, with an emphasis on application and problem solving. Seventh and eighth grade math will implement California Math: Houghton Mifflin. Figure 1.16 outlines the mathematics curriculum at Crown Prep.

**Figure 1.16 Math Curriculum**

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Math Procedures	Math Procedures	Pre-Algebra Procedures	Algebra Procedures
Math Problem Solving	Math Problem Solving	Pre-Algebra Problem Solving	Algebra I Problem Solving

To ensure that each math course fully addresses the content and skill appropriate to each grade level, teachers will use the Curriculum Alignment Template (CAT) modeled on the curriculum development developed and conducted at Roxbury Preparatory Charter School. The CAT will be based upon a deep analysis done by teachers based upon a

<sup>40</sup> See <http://www.hmco.com/indexf.html>.

<sup>41</sup> See <http://www.sraonline.com/index.php/home/curriculumsolutions/di/correctivemath/113>.

thoughtful analysis of state and national math standards, for their grade level, along with high school placement exams, the school adopted textbooks and the CST Blueprints. Based on the data gathered, they will design curriculum maps, unit plans, lesson plans and end-of-trimester exams.

**English Language Arts (Reading and Writing):** Strong literacy is the overall goal of the Crown Prep Language Arts program. Our graduating eighth graders must be prepared to read and write as strong high school students. Their abilities and skills will reflect intensive middle school Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts, and strong writing ability in a variety of genres. Grades five and six will implement *SRA: Imagine It*. Grades seven and eight will implement California Treasures: Glencoe McGraw-Hill.

Students will have 110 minutes of instruction in Language Arts each day. In grades five and six, this time will be divided into two categories: reading and writing. Comprehensively, our Language Arts program will build a strong foundation in the five components of strong reading as outlined by the Federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.<sup>42</sup> Figure 1.17 outlines the Language Arts curriculum at Crown Prep.

**Figure 1.17 English Language Arts Curriculum**

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Grade 5 Reading	Grade 6 Reading Reading Fiction & Nonfiction	Grade 7 English Reading & Writing	Grade 8 English Reading & Writing
Grade 5 Writing	Grade 6 Writing Writing: Grammar Foundations		

The reading class will focus on fluency and comprehension of both fiction and non-fiction texts. Students will practice their fluency through guided group and individual reading of a variety of texts and genres. Reading progress will be closely monitored to ensure success in these critical skills. Regular teacher/student conferences will help teachers to assess students’ reading progress.

The writing class will include explicit instruction in grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. Both the reading and writing classes will include a strong focus on vocabulary development.

We will explicitly and directly teach our students to be active and purposeful readers and writers. Teachers and administrators will develop a rigorous four-year plan for introducing increasingly difficult texts and assignments to our students. Research indicates that the more reading materials children are exposed to, the easier it is for them

<sup>42</sup>Armbruster, B., Lehr, F., and Osborn, J. 2001. “Put Reading First: The Research Building Blocks for Teaching Children to Read.” *Center for the Improvement of Early Reading Achievement (CIERA)*.

to develop strong writing and comprehension skills. The diversity of our texts will support students’ development of their reading skills through many different contexts.

**Science:** Our science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in California State Standards, students will study the Earth Sciences, Life Science, and Physical Science at the appropriate grade levels.

Along with standards-driven science curriculum, we will also draw strategically from the FOSS program. Research has shown that “the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses.”<sup>43</sup> The FOSS program engages students in these processes as they explore the natural world and has had tremendous results with students in diverse and underserved communities.<sup>44</sup> It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. Where there are gaps in the FOSS program in relation to state standards, teachers will supplement the curriculum as appropriate. Figure 1.18 Outlines the Science Curriculum.

**Figure 1.18 Science Curriculum**

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Science Foundations	Earth Science	Life Science	Physical Science

**Social Studies:** The social studies content standards provided by the California Department of Education present a set of clear and rigorous expectations for all students. The standards clearly define a balanced program of knowledge and skills necessary for active citizenship.

Crown Prep will approach this area of study through *History Alive!*<sup>45</sup> The authors of this curriculum, Teacher’s Curriculum Institute (TCI), approach history by allowing students of various abilities to access history curriculum through the following ways: Theory and Researched Based Active Instruction, Standards-Based Content, Preview Assignment, Multiple Intelligence Research Strategies, Considerate Text, Graphically-Organized Reading Notes, Processing Assignments, Multiple Intelligence Assessments. Through this approach all students, regardless of ability or means of accessing knowledge, will be able to access history.<sup>46</sup> Figure 1.19 Outlines the Social Studies/History Curriculum.

<sup>43</sup> Shamansky, J.A., Hedges, L., Woodworth, G., (1990), “A Reassessment of the Effects of Inquiry-Based Science Curricula of the 60’s on Student Performance,” *Journal of Research on Science Teaching*, 27(2): 127-144.

<sup>44</sup> Klentschy, M., Garrison, L., and Amaral, O., “Four-Year Comparison of Student Achievement Data 1995-1999,” Valle Imperial Project in Science (VIPS): National Science Foundation Grant #ESI-9731274.

<sup>45</sup> <http://www.teachtci.com/programs/>.

<sup>46</sup> <http://www.teachtci.com/tci-approach/>.

**Figure 1.19 Social Studies/ History Curriculum**

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
United States History and Geography: Making a New Nation	World History and Geography: Ancient Civilization	World History and Geography: Medieval History and Early Modern Times	United States History and Geography: Growth and Conflict

**Physical Education:** Our physical education program is designed based upon the Physical Education Standards to keep students active, fit, and healthy. It will also be used as a time to reinforce the school’s culture. Students will participate in PE four days a week. Students will be encouraged to participate in group activities, try new sports, and challenge themselves. The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Through our physical education program we:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

Figure 1.20 notes proposed units of study for physical education in grades four to eight. Each unit will include skills, drills, games, and assessments.

**Figure 1.20 – Physical Education Units of Study**

	Grade Five	Grade Six	Grade 7	Grade 8
<b>Unit 1: Six Weeks (Late August.-mid-October)</b>	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Health & Nutrition
<b>Unit 2: Six Weeks (mid-October-November)</b>	Volleyball	Basketball	Health & Nutrition	Softball
<b>Unit 3: Six Weeks (December-January)</b>	Group Games	Health & Nutrition	Softball	Basketball
<b>Unit 4: Six Weeks (February-Mid-March)</b>	Health & Nutrition	Softball	Group Games	Football
<b>Unit 5: Six Weeks (mid-March-April)</b>	Softball	Soccer	Basketball	Volleyball
<b>Unit 6: Six Weeks (May-June)</b>	Basketball	Volleyball	Volleyball	Soccer

**Advisory:** All Crown Prep students will be assigned an advisor and an advisory class. The advisory teacher is assigned as the primary contact to the parent. Bi-weekly, the advisory teacher contacts the parent to inform him/her about particular concerns, improvements (academically, behaviorally), and academic progress. Advisors are in constant communication with fellow faculty members and staff regarding their advisees.

Advisory classes are grouped by grade level and meet every day for 24 minutes in the morning and during the last 40 minutes of the school day for fifth and sixth grade students. During advisory, teachers take attendance, share daily announcements, teach PRIDE character lessons, lead students in SSR or a short math or reading assignment. The math and reading assignments students receive will be created by their current reading and math teachers and will reinforce what students is currently learning in class. For students, while advisory is a time to be an active and engaged, it is also time to prepare for their brains for the day, and consult with their advisor.

**Community Meetings:** Community Meetings will be held by grade level one day a week and school-wide once a trimester. Each grade level will meet and highlight the PRIDE values, success and challenges within the school environment. The meetings will be lead by school leaders or faculty, but will also provide leadership opportunities for students. During Community Meetings, individual students and cohorts will be rewarded for their accomplishments throughout the week. A sample of the Community Meeting schedule is in Figure 1.21 below.

**Figure 1.21 Grade 5 Community Meeting Pride Value Themes**

Trimester: PRIDE Value	Grade Level	Theme
1: Perseverance and Respect	5	- Don't Quit! - Respect of self, others, and property
2: Integrity and Discipline		- When no one's watching... -TCB: Taking Care of Business
3: Excellence		-From Good to Great: Mediocrity is not an option

**Life Skills:** All fifth and sixth grade students will be enrolled in Life Skills four days a week for 40 minutes a day. The Life Skills course will instruct students on organizational skills, social skills, and character development. Students will be given explicit instruction on binders/notebooks organization, note taking, test taking strategies, research skills and study skills. Students will also engage in team building and character building activities to reinforce the PRIDE Values.

### **Enrichment Through Art and Music**

Enrichment courses will be offered as electives, during the final 40 minutes of the school day. Seventh and eighth grade students will participate in either Art or Music courses. These courses will be taught by Crown Prep teachers and overseen by the Director of Curriculum and Instruction. In years one and two we will not offer Enrichment courses, as we will not yet have seventh and eighth grade students. In years three and four, our enrichment program will only offer Art and Music. However, in our fifth year of implementation at full capacity, we will seek to offer additional options such as Drama and Foreign Language. Figure 1.22 and 1.23 note proposed units of study for Art and Music in grades seven and eight. Each unit will be aligned to the California State Standards for Visual and Performing Arts and include assessments.

**Art:** Art courses offered at Crown Prep will be aligned to the California State Standards. In art, Crown Prep students will develop the artistic vocabulary to identify, process and analyze elements in a work of art. Students will be able to practically apply processes and skills through creation, performance and participation in visual arts. Students will develop an historical and cultural context by which they will analyze works of art both past and present. In addition, students will derive meaning from, make informed judgments about, as well as develop practical and abstract connections to, visual art.



**Figure 1.22 – Art Units of Study**

	<b>Grade 7</b>	<b>Grade 8</b>
<b>Unit 1: Six Weeks (Late August.-mid-October)</b>	Drawing	Art History
<b>Unit 2: Six Weeks (mid-October-November)</b>	Art History	Photography
<b>Unit 3: Six Weeks (December-January)</b>	Intro to Painting	3-D Design
<b>Unit 4: Six Weeks (February-Mid-March)</b>	Photography	Computer Graphics
<b>Unit 5: Six Weeks (mid-March-April)</b>	Computer Graphics	Drawing
<b>Unit 6: Six Weeks (May-June)</b>	Art Criticism	Art and Careers

**Music:** Music courses offered at Crown Prep will be aligned to the California State Standards. In music, Crown Prep students will process, analyze and respond to sensory information through the language of music. Students will not only create, perform and participate in music, but will understand the historical contributions and cultural dimensions of music. Additionally, students will be able to make judgments about, connections to, and practically and abstractly apply what is learned in music to other art forms, subjects and careers.

**Figure 1.23 – Music Units of Study**

	<b>Grade 7</b>	<b>Grade 8</b>
<b>Unit 1: Six Weeks (Late August.-mid-October)</b>	Choral Music	Music History
<b>Unit 2: Six Weeks (mid-October-November)</b>	Music History	Music Appreciation
<b>Unit 3: Six Weeks (December-January)</b>	Percussion	Choral Music
<b>Unit 4: Six Weeks (February-Mid-March)</b>	Music and Cultures	Percussion
<b>Unit 5: Six Weeks (mid-March-April)</b>	Music Performance	Music and Careers
<b>Unit 6: Six Weeks (May-June)</b>	Music and Careers	Music Performance

- 4. How the teaching methodologies and instructional program address the needs of the targeted student population;**
- 5. The evidence (research base) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter’s targeted population;**

Through the Building Excellent Schools Fellowship, Crown Prep’s Lead Founder Laura McGowan has researched over 30 high-performing urban charter schools with similar demographics as those in the proposed geographic area. As part of the Fellowship training, Ms. McGowan has completed a School Leadership Residency at Synergy, one of the highest performing charter schools in Los Angeles.

The schools listed below most inform Crown Prep’s school design:

- Academy of the Pacific Rim Public Charter School—Boston, MA
- Achievement First Crown Heights—Brooklyn, NY
- Boston Collegiate Charter School—Boston, MA
- Boston Preparatory Charter School—Boston, MA
- Camino Nuevo Charter Schools – Los Angeles, CA
- City on a Hill Charter School—Boston, MA
- Democracy Preparatory Charter School—Brooklyn, NY
- Excel Academy Charter School—Boston, MA
- Green Dot Schools – Los Angeles, CA
- KIPP Academy Lynn—Lynn, MA
- KIPP Academy of Opportunity—Los Angeles, CA
- KIPP TEAM—Newark, NJ
- Leadership Preparatory Charter School—Brooklyn, NY
- MATCH Charter School—Boston, MA
- North Star Academy—Newark, NJ
- Robert Treat—Newark, NJ
- Roxbury Preparatory Charter School—Boston, MA
- Synergy Academies—Los Angeles, CA
- Williamsburg Collegiate Charter School—Brooklyn, NY

The schools listed have large populations of African American and/or Latino students and employ similar approaches to teaching students who have historically underperformed on standardized tests and are from socio-economically disadvantaged homes. The most successful schools have done the following:

- Implemented intensive literacy and numeracy programs
- Maintain a school culture that rewards hard work and academic achievement
- Have school-wide systems for consequences and incentives
- Maintain a culture of high-expectations
- Consistent strict system of assessment and accountability
- Recruit and hire masterful teaching staff

- Develop and maintain strong relationships with parents

In *No Excuses: 21 High Performing, High Poverty Schools*<sup>47</sup>, Samuel Casey Carter highlights several key factors in the success of high performing schools. Among the factors included in the research are: school leaders using measurable goals to establish a culture of achievement, master teachers bringing out the best in the faculty, rigorous and regular assessment leading to continuous student achievement, discipline is key to achievement, and effort creates ability. These factors mirror those discovered in the 30 observations conducted by the Lead Founder of Crown Preparatory Academy.

In *No Excuses: Closing the Racial Gap in Learning*<sup>48</sup>, the research indicates glaring similarities among high performing schools. “In schools with a culture of work, no one is slouching in a seat, staring into space, doodling, eating, whispering to classmates, fixing a friend’s hair, wandering around the room, or coming and going in the middle of class, teachers are teaching; chaos is not an ever present threat.”

Crown Prep students will benefit from the approach we take to school culture and instructional practice. As a school committed to excellence, we are dedicated to researching proven ways to best meet the needs of our students.

#### **6. The textbooks or other instructional resources to be used;**

Instruction will be based upon the California State Standards. We have selected the following textbooks that are aligned with the California State Standards. Specific textbooks and publishers are subject to change based on the availability of new textbooks that are undergoing the textbooks adoption process in California as well as Crown Prep’s ongoing internal evaluation processes of instructional effectiveness.

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<sup>47</sup> Carter, Samuel Casey. 2000. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. Heritage Foundation: Washington, DC.

<sup>48</sup> Thernstrom, Abigail and Stephan Thernstrom. 2003. *No Excuses: Closing the Racial Gap in Learning*. Simon and Shuster: New York.

**Figure 1.24 Textbooks to be Used**

<b>Subject</b>	<b>Grade</b>	<b>Textbook Title</b>	<b>Publisher</b>
<b>English Language Arts</b>	5	<i>SRA Imagine It! Level 5</i>	McGraw Hill SRA
<b>Math</b>	5	<i>California Saxon Math</i>	Saxon Publishers
<b>Math</b>	5	<i>SRA Corrective Math</i>	McGraw Hill SRA
<b>Science</b>	5	<i>Scott Foresman California Science</i>	Pearson Publishing
<b>United States History and Geography: Making a New Nation</b>	5	<i>Social Studies Alive! America's Past</i>	Teachers Curriculum Institute (TCI)
<b>English Language Arts</b>	6	<i>SRA Imagine It! Level 6</i>	Holt McDougal
<b>Math</b>	6	<i>California Saxon Math 6</i>	Saxon Publishers
<b>Math</b>	6	<i>SRA Corrective Math</i>	McGraw Hill SRA
<b>Earth Science</b>	6	<i>Prentice Hall California Focus on Earth Science</i>	Prentice Hall
<b>World History and Geography: Ancient Civilizations</b>	6	<i>History Alive! The Ancient World</i>	Teachers Curriculum Institute (TCI)
<b>English Language Arts</b>	7	<i>Literature: California Treasures</i>	Glencoe McGraw Hill
<b>Pre-Algebra</b>	7	<i>California Math: Pre-Algebra</i>	McDougal Littell
<b>Life Science</b>	7	<i>Prentice Hall California Focus on Life Science</i>	Prentice Hall
<b>World History and Geography: Medieval/ Early Modern Times</b>	7	<i>History Alive! The Medieval World and Beyond</i>	Teachers Curriculum Institute
<b>English Language Arts</b>	8	<i>Literature: California Treasures</i>	Glencoe McGraw Hill
<b>Algebra</b>	8	<i>California Math: Algebra</i>	McDougal Littell
<b>Physical Science</b>	8	<i>Prentice Hall California Focus on Physical Science</i>	Prentice Hall
<b>United States History and Geography: Growth and Conflict</b>	8	<i>History Alive! The United States</i>	Teachers Curriculum Institute

## **7. How the school will recruit teachers who are qualified to deliver the proposed instructional program;**

### **Recruitment of Staff**

Crown Preparatory Academy will adhere to the Federal No Child Left Behind legislation, as it applies to the hiring of highly qualified teachers. We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. We will seek to recruit teachers based upon their experience in planning, previous gains made with students, ability to work well in a group or independently. In addition, candidates must demonstrate strong communication skills, professionalism, motivation, ability to motivate others. We will work to attract entrepreneurial, mission driven, staff members—individual who hold and enforce the highest of academic and behavioral expectations and see student achievement as the ultimate reward. Each staff position at Crown Prep will have a clear set of responsibilities and duties.<sup>49</sup> Our job requirements will be demanding and we understand that working at Crown Prep will not be attractive to every teacher because of those high expectations. Although teachers will have multiple demands placed on them, such as teaching four sections daily, tutoring, organizing enrichment activities, maintaining contact with parents on a bi-weekly basis, composing and evaluating end-of-trimester assessments, they will be supported through multiple internal structures such as dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team. Teachers will also be provided with professional resources such as laptop computers, a professional library, internet access, and voicemail.

A broad educational spectrum of the adults in a school, employed in a variety of professional positions, is the most powerful influence on student academic performance. With this in mind, Crown Prep will recruit, train, and support the highest quality faculty and staff. We are ready to begin the process of identifying the faculty and staff needed to carry out our mission by casting a wide net into the current applicant pool as soon as a chartering decision is made.

We will take a local and national approach for recruiting teachers. Nationally, we will tap the alumni networks of colleges and universities and Teach for America alumni, post openings on our web site and in education journals, Ed Join, CCSA, and by word-of-mouth. Locally, we will recruit at all of the major universities within the state including University of Southern California, University of California Los Angeles, Loyola Marymount, Pepperdine University, and California State University Los Angeles.

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<sup>49</sup> Please see Element 5: Job Descriptions.

## **8. How the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program;**

### **Professional Development**

Professional Development (PD) is essential for the successful delivery of Crown Prep's college preparatory mission. The three pillars to Crown Prep's professional development are the effective use of data to drive instruction, consistency of systems and structures to maximize instructional minutes, the development of effective vertical and horizontal teaming to improve instructional practice. These three pillars drive the PD plans for Pre-opening, Summer Professional Development Institute, and School Year PD.

Professional Development will be delivered throughout the school year including 15 summer days, pre-opening of school, and nine (9) full days during the school year. Teachers will have additional opportunities for professional growth through outside courses, chosen on an individual basis, as well as planning and collaboration periods scheduled for every teacher, every day. For peer-to-peer support, during teacher collaboration, faculty will develop lesson plans, discuss effectiveness of daily lessons, based on informal assessment given that day (i.e. Do Nows, Homework, Quizzes, and classroom participation) and develop inquiry groups based on teacher identified professional development needs.

The Executive Director will work closely with the Dean of Curriculum and Instruction (DCI) to develop in-house professional development. The Executive Director will take the lead in all group trainings, and gradually increase the responsibility for this training to the DCI. The DCI will focus on the coaching, observation and the development of faculty to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula.

### **Pre-Opening and Year One Professional Development Priorities**

In order to execute Crown Prep's mission to deliver a rigorous college preparatory program that is highly structured, a strong and consistent culture of excellence must be set for the staff and students the day they enter the building. To this end, it is essential that staff engage in a three-week PD prior to opening the school doors to students and families. School Leadership will stress the importance of setting a positive, clear, consistent and well-structured culture. During the summer PD, teachers will be trained on the importance and effective implementation of tight organizational structures and on school-wide systems and structures. The school-wide systems and structures will range from lesson-planning protocols, writing effective Do-Nows, Aims, the Gradual Release of Responsibility, and data-driven instruction, to safety procedures, attendance reporting, and parent communication.

The budget for pre-opening professional development (August 1-22, 2010) and all subsequent professional development days, are included in the teacher's salary as listed

in the budget, and also in equipment costs. The school year for teachers at Crown Prep begins the first Monday of August 2010 and concludes the fourth Friday of June 2011.

### **Professional Development focused on Literacy Strategies**

Literacy is a major focus at Crown Prep. We believe that all teachers should be trained in and implement literacy strategies in their classrooms. Using the Chicago Reading Initiative research as a framework, all teachers will be trained in literacy strategies and evaluated for implementation. Teachers will be trained in literacy strategies to increase content knowledge as well as literacy achievement overall. The training will have a particular focus on vocabulary development, fluency and reading comprehension.

### **Summer Professional Development**

The three-week PD Summer Institute for all new staff will begin on August 1<sup>st</sup> in year one. In all subsequent years, the PD Institute for new teachers will be three weeks and two weeks for retuning staff.

### **School Year Professional Development**

School Year PD will be on Thursday's beginning at 2:15 pm to provide on-going support to teachers throughout the school year. The DCI and the Executive Director will alternate the facilitation of PD.

Topics will likely include:

- School Culture
- Assessment
- Effective Classroom Management
- Differentiating Instruction
- ELL strategies
- Teacher collaboration
- Communication with parents
- Evaluating student work
- Daily Lesson Design
- Health and Safety
- High-expectations
- Teaching students with IEP's
- Rubric creation and use
- Use of SIS
- Literacy Strategies
- Numeracy Strategies

Crown Prep will develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will also be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.



## **Collaboration between LAUSD's 24<sup>th</sup> Street and Crown Preparatory Academy**

### ***Professional Development***

The schools will collaborate on professional development activities to ensure alignment as students matriculate from one grade to the next. Vertical articulation allows teachers across grade levels to have a better understanding of grade level expectations at the next grade and allows the next teachers to have a better understanding of the students that they are receiving. Not only is vertical articulation within 24th Street Elementary School a priority but also vertical articulation between the Early Education Center, 24th Street ES and Crown Prep Academy. All teachers will meet at least three times a year as part of the community development at the site.

**9. The school's academic calendar and sample daily schedule, which explain the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.**

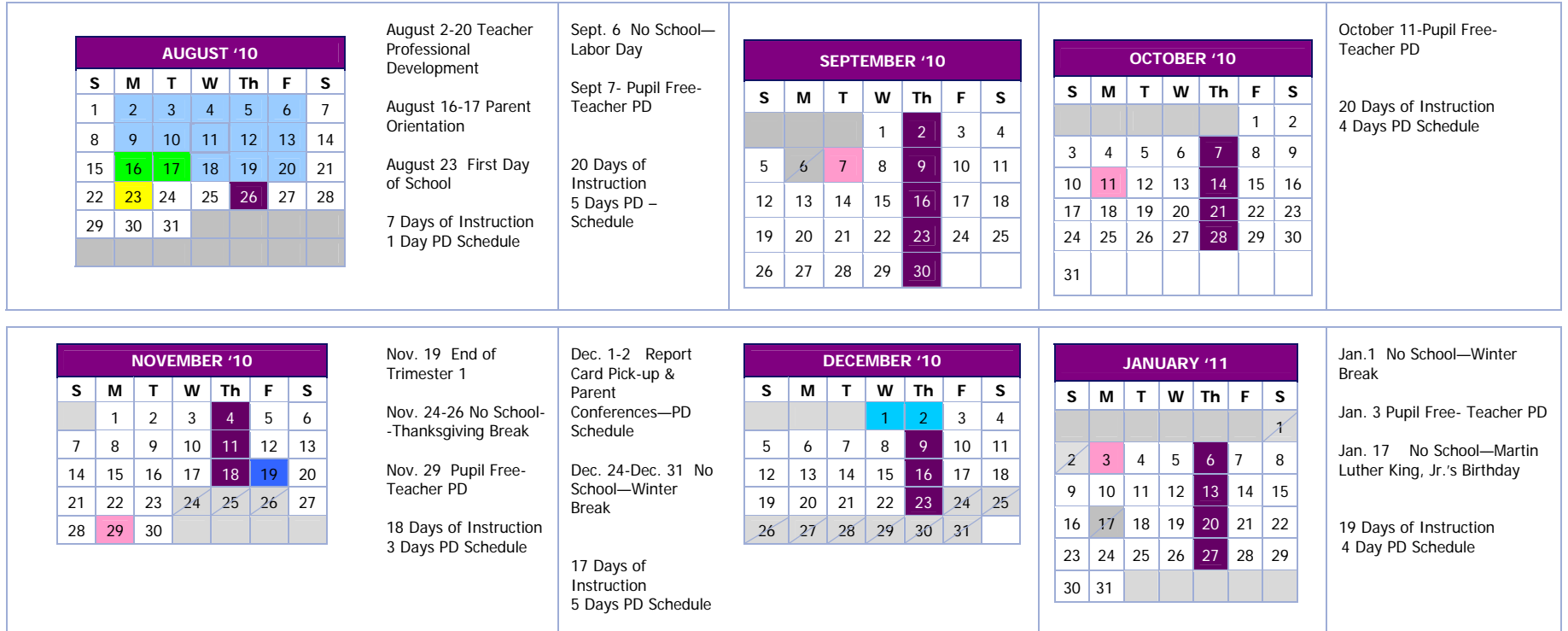
### **Academic Calendar**

The Crown Prep school year is similar to a traditional single-track calendar with the addition of increased instructional days for all students. We will have 190 instructional days, divided into three trimesters and a two week-long Summer Session for students in need of additional support and remediation, as outlined in the Yearly Calendar Figure 1.25. We exceed the number of annual instructional minutes of 54,000 as set forth in Education Code 47612.5, as outlined in Figure 1.26. Students are dismissed at 2:10 PM on Professional Development Days and Parent Conference Days all other days students are dismissed at 4:06 PM. Teachers have an additional 24 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data.<sup>50</sup>

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<sup>50</sup> The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary. These professional development days are pupil-free days; however, our school schedule exceeds the number of instructional days and minutes required for students.

**Figure 1.25 Annual Calendar**



FEBRUARY '11						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Feb. 21 No School—  
President's Day

Feb. 22 Teacher PD

18 Days of Instruction  
4 Days PD Schedule

Mar. 18 End of  
Trimester 2

Mar. 23-24 Parent  
Conferences &  
Report Card Pick-  
up—PD Schedule

23 Days of  
Instruction  
6 days PD Schedule

MARCH '11						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL '11						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 4-8 No School Spring  
Bk.

April 11 Pupil Free- Teacher  
PD

Apr. 18-21 CST Testing

Apr. 22 Good Friday

14 Days of Instruction  
1 Day PD Schedule

MAY '11						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 30 No School—  
Memorial Day

21 Days of Instruction  
4 Days PD Schedule

June 17—End of 3<sup>rd</sup>  
Trimester; Last day  
of school

June 20-22-Pupil  
Free-Teacher PD

June 24 Report Card  
Pick-up—PD  
Schedule

13 Days of  
Instruction  
3 days PD Schedule

June 27-Jul 8  
Summer Session  
(4 days of  
Instruction)

JUNE '11						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY '11						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 1, 5-8 Summer Session

July 4 No School

5 Days of Instruction

**Figure 1.26 Instructional Minutes**

Type of School Day	Number of Days	Number of Instructional Minutes	Number of Minutes	Explanation
Summer Session	9	240	2,160	Four Hour sessions for nine days
Mon, Tues, Wed, Fri	150	449	67,350	7:50-4:06 minus 11 minutes for AM snack and 21 minutes for lunch
Thursday	40	337	13,480	7:50-2:10 minus 10 minutes for AM Snack and 20 minutes for lunch
<b>Total Days</b>	<b>190</b>	<b>Total Minutes</b>	<b>80,830</b>	Not including Summer session

**E. Describe how the instructional program will meet the needs of:**

**1. English Language Learners;**

**Special Student Populations**

In order for Crown Preparatory Academy to execute its mission of preparing students to succeed in high school and college, it is essential to provide additional structures and programs to ensure the success of all students. We believe that all students can achieve regardless of race, socio-economic status, previous academic performance, or ethnic background. To this end, we will meet the diverse academic needs of our Special Student Populations in a variety of ways to meet the singular goal of academic achievement.

**English Language Learners**

At Crown Prep our mission is to provide each of our students with the skills, knowledge and character to become successful in college and life. In order to achieve this goal at Crown Prep we must ensure that all English Language Learners (ELL) become fluent readers, speakers and writers of the English language as quickly as possible. Serving families in South Los Angeles, we anticipate an ELL population of 24% or more. Our Educational Program is built to meet the needs of our ELL population. Through our intensive focus on literacy and additional supports, we believe that our students will move toward mastery of the English Language at a rapid pace. Based on research, we believe that the best approach is through an inclusive structured English immersion (SEI) program. In an inclusive SEI program, ELL students are not segregated from their English-speaking peers. The program provides the extra support students need, while immersing them in the English language. The results from SEI have proven most successful in the middle grades. In large-scale studies in California, Arizona, and

Massachusetts, students have “consistently scored higher than those enrolled in traditional bilingual programs.”<sup>51</sup>

Identified ELL students, who require additional support outside of the classroom, will attend the after school ELL Tutorial Support. This program will be taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. The ELD teachers will have intimate knowledge of their students varying abilities through formal test data, regular communication with core teachers, and informal weekly assessments. ELD teachers will work closely with teachers across all content areas to ensure we meet the needs of ELL students.

In addition to the explicit ELD offered during the after school tutoring sessions, there are a number of elements of our regular academic program that will serve the needs of our ELL students. The Doing What Works web page established by the Federal Department of Education<sup>52</sup> lists five specific strategies that have been proven to be highly effective for supporting ELL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

#### *1. Screen and monitor progress*

The federal recommendation is that an effective program for ELLs includes well-developed assessments for identifying student needs. This corresponds with Crown Prep’s focus on data-driven instruction. We will assess our students’ progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. The Executive Director and/or Director of Curriculum of Instruction will oversee this process while working closely with teaching staff.

#### *2. Provide reading interventions*

Recognizing that ELLs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. As outlined previously, a key element to Crown Prep’s educational program is regular small-group tutoring for students who are struggling. The Department of Education recommends that

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<sup>51</sup> Arizona Department of Education, July 2004 “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large –Scale Comparison” found at <http://epsl.asu.edu/epru/articles/EPRU-0408-66-OWI.pdf> accessed on 11/6/08.

<sup>52</sup> [http://dww.ed.gov/topic/topic\\_landing.cfm?PA\\_ID=6&T\\_ID=13&Tab=2](http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2).

the intervention “utilize fast-paced, engaging instruction.”<sup>53</sup> This aligns with our philosophy that instruction should be delivered at a brisk and deliberate pace.<sup>54</sup>

### 3. *Teach vocabulary*

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:<sup>55</sup>

- Teaches vocabulary in context.
- Gives students tools to expand work knowledge independently.
- Reinforces word learning with repeated exposures over time.
- Stimulate students’ awareness and interest in words.
- Encourage students to read widely.

### 4. *Develop academic English*

For ELLs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Crown Prep, vocabulary development will be part of all subjects—not only English Language Arts—and will include explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELLs five years or longer to become truly proficient in CALP<sup>56</sup>, we expect that the extended school day and training our teachers on the use of academic English<sup>57</sup> will accelerate this process through increased daily exposure to academic English.

### 5. *Schedule peer learning*

Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills.

We will implement the practice of “turn and chat” in which the class is given a question or prompt and instructed to discuss the topic with a partner.<sup>58</sup> Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

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<sup>53</sup> Ibid.

<sup>54</sup> Please refer to section titled “How learning best occurs” on pages 68-69.

<sup>55</sup> William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

<sup>56</sup> Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

<sup>57</sup> Garcia, Eugene. 2002. *Student Cultural Diversity: Understanding and Meeting the Challenge*. Houghton Mifflin: New York.

<sup>58</sup> The teachers at KIPP Lynn in Boston, MA utilize “turn and chat” activities regularly, across content areas.

Crown Prep will adhere to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of Crown Prep will adhere to the following plan with ELL students:

- Families will complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English will be assessed over the summer and/or within the first 30 days of school using the California English Language Development Test (CELDT).<sup>59</sup> We will notify all parents of our responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
- CELDT will be administered to determine the specific language learning needs of the student in order to create a plan to best meet the student's needs during both core classes and additional instructional times.
- ELL students will be re-evaluated with the CELDT test each fall until re-designated as English Language proficient.

### **Instruction and Reclassification of ELLs**

Crown Preparatory Academy is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Crown Preparatory Academy shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Crown Preparatory Academy shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Crown Preparatory Academy shall administer the CELDT annually. Crown Preparatory Academy shall also ensure that it will provide outreach services and inform parents with

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<sup>59</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

limited English proficiency with important information regarding school matters to the same extent as other parents.

**Figure 1.27 Sample ELA/ELD Differentiated Instruction**

Grade 5 ELA Standard:  
Listening and Speaking 1.0

ELA Standard LSS 1.0	ELD Standards				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p><b>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</b></p>	<p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-words responses.</p>	<p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions using phrases or simple sentences.</p>	<p>I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p> <p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p>	<p>A1. Listen attentively to stories and information on topics; identify the main points and supporting details.</p> <p>A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately.</p>



## 2. Socio-economically disadvantaged students;

Based on the Free and Reduced Lunch data and US Census data in our proposed community, 94% of Crown Prep students will be socio-economically disadvantaged. As a Building Excellent Schools Fellow, Crown Prep’s Lead Founder Laura McGowan is part of a highly selective, nationally recognized Fellowship that has deep access to many of the nation’s highest performing, socio-economically disadvantaged urban schools, with student populations reflective of those in South Los Angeles, including a Leadership Residency at Synergy Charter Academy in Los Angeles. These observations inform the design of our instructional program.

**Figure 1.28 School Observations and School Leader Interviews**

Global Education Academy Los Angeles, CA	Synergy Charter Academy Los Angeles, CA	KIPP: Academy of Opportunity Los Angeles, CA	Camino Nuevo Charter School Los Angeles, CA	Watts Learning Center Los Angeles, CA	High Tech High-LA Los Angeles, CA
City on a Hill Charter School Boston, MA	KIPP TEAM Newark, NJ	North Star Academy Newark, NJ	Leadership Preparatory Charter School Brooklyn, NY	MATCH Charter School Boston, MA	Robert Treat Newark, NJ
Williamsburg Collegiate Brooklyn, NY	Democracy Preparatory Harlem, NY	Roxbury Preparatory Roxbury, MA	KIPP: Academy Lynn, MA	Boston Preparatory Charter School Boston, MA	Excel Academy Boston, MA

Based on the data collected, all of the above listed schools include the following key elements to meet the needs of their socio-economically disadvantaged student population: strong college-preparatory focus, consistent culture of high expectations, exemplary instruction, more time to learn, leadership and teachers dedicated to standards-based data-driven curriculum and instruction, frequent assessment, parental involvement, and a small, safe, structured learning environment. All of these elements are included in the instructional design of Crown Prep.

### Meeting Non-Academic Needs

While Crown Preparatory Academy’s mission is to prepare students for rigorous high schools and colleges, we realize the importance of preparing our students for life. We anticipate over 90% of our student population will receive free or reduced lunch and may have unique challenges outside of school. To meet the challenges of our socio-

economically disadvantaged students, we will provide nutritional programs in addition to lunch, have extended school hours, offer high-school placement workshops and life skills courses, PRIDE points for positive behavior, and field trips to expand our students' world view. Students will also have access to counseling services, through a contracted counseling service.

### **3. Gifted students;**

While we believe that Crown Prep students achieving above grade level will be challenged by our rigorous curriculum, students earning advanced scores on the CST, or otherwise identified by the staff as high achieving, will benefit by the following components to ensure engagement and academic progression: rigorous literary and expository texts, challenge questions on homework and assessments, data-driven and differentiated instruction, extensive independent reading, and additional opportunities to attend field-trips and academic workshops.

Crown Prep will include its gifted students into the general education population, differentiating curriculum appropriately. According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:<sup>60</sup>

1. be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
2. include or subsume aspects of the regular curriculum
3. provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
4. not academically or socially isolate these students from their peers.
5. not be used either as a reward or punishment for gifted students.

At Crown Preparatory Academy, we will meet the needs of our gifted students in a variety of ways. We will differentiate instruction to ensure that our students are engaged in rigorous thought through appropriate pace, depth of study, and various ways of exhibiting mastery of given skills and concepts. During school, we will offer cooperative learning opportunities for gifted students to work in their identified area. By offering accelerated targeted tutoring after school, gifted students will be assigned higher order thinking activities, based upon skills being currently taught in class. As we expect all of our students to engage in leadership opportunities at Crown Preparatory Academy, we will encourage our gifted students to become peer leaders, by taking on leadership roles in student clubs, as well as organizing and managing certain student activities.

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<sup>60</sup> Heward, William L. 2000. *Exceptional Children: An Introduction to Special Education*. 6<sup>th</sup> Ed. Prentice Hall: Upper Saddle River, NJ.

## Examples of Differentiated Classroom Instructional Strategies for Gifted Students

The curriculum and instruction at Crown Prep will be designed to meet the needs of students at all ability levels. To meet the needs of our gifted students we will employ a variety of instructional strategies to provide our students with additional challenge. General strategies for differentiating curriculum for our gifted students will include:

1. Varying the pacing of a lesson. Our teachers will allow our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent.
2. Delving deeper. We will encourage our students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity. Gifted students may link ideas across disciplines. We will encourage our students to make connections between mathematics and art, science, ELA, history, and music and to look at their development over time.

The Figure 1.29 illustrates examples of the types of instructional strategies, we will employ with, but not limited to, our gifted students.

**Figure 1.29 Instructional Strategies for Gifted Students**

Content Area	Grade and Standard	Type of Strategy	Example of Strategy
Mathematics	6/ Number Sense 2.0, Determine the LCM and the Greatest Common Divisor of whole numbers. Mathematical Reasoning, 1.0&1.2, Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.	Extend the Problem—opportunities to broaden concept development by expanding on an example or problem.	Problem—Find the GCF of 6, 9, and 15.  <b>Extend the problem-</b> Ex. How would you find the GCF of 6,9,15, and 18? List the factors of 18 and compare them to the factors of 6, 9, and 15.  What are the factors of 18? 1,2,3,6,9, and 18  What is the GCF of 6,9,15, and 18? 3

Content Area	Grade and Standard	Type of Strategy	Example of Strategy
Mathematics	7 (Pre-Algebra)/ Algebra and Functions, 4.2 Solve multi-step problems involving rate, average speed, distance and time or a direct variation.	Critical thinking exercises— encourage students to develop higher-level thinking skills.	The ratio a: b is equivalent to 3:4. The ratio b: c is equivalent to 4:5. What is the ratio a: c equivalent to? Explain.
Mathematics	8 (Algebra)/ 10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.	Connecting and creating—students connect their own lives to math while developing mathematical problems and solutions.	Problem—Have students use the online U.S. Statistical Abstract to research a favorite sport or activity. Have them create a problem using data that appear to be non-linear. They can enter data on a graphing calculator and use the quadratic and cubic regression option to find a best-fit equation.
Science	8 Physical Science/8.5.d Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.	Designing an Experiment Independently— Students are challenged by their teachers to expand on a concept taught in class, through a suggested independent experiment	Teacher will explain that water in the Arctic and Antarctic Oceans is colder than the normal freezing point of water (0 degrees Celsius). The teacher will challenge the students to determine the effect of salt on the freezing point of water by designing an experiment.
English Language Arts	8/ Reading 3.2 Evaluate the structural elements of the plot (e.g., sub-plots, parallel	Challenge Activities- - Designed to extend knowledge of a concept through application and use of critical thinking	Analyze Style—In Raymond's Run, (lines 138-144) the author presents a series of sentence fragments, a departure

Content Area	Grade and Standard	Type of Strategy	Example of Strategy
	episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	skills	from the structure in the rest of the story. Ask the students to discuss what purpose this style change accomplishes and how it affects their reading and understanding of this part of the story.
English Language Arts	7/ Reading 2.4, Identify and trace the development of an author's argument, point of view, or perspective in text	Challenge Activities—Designed to extend knowledge of a concept through application and use of critical thinking skills	Evaluate—As they read, have students chart examples of Humor from <i>Breaking the Ice</i> , by Dave Barry, as they fill out their chart, they should discuss in pairs or small groups what kind of device each example of humor is, e.g., exaggeration, irony, comparisons, allusions, metaphors.
English Language Arts	5/ Reading: Comprehension and Analysis, 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  English Language Conv.: Spelling 1.5 Spell roots, suffixes,	Challenge Activities—Designed to extend knowledge of a concept through application and use of critical thinking skills	Further review “The Dancing Bird of Paradise” or another selection you have read, Use both the information in the text and your personal knowledge to make three inferences about the relationships described in the story. Explain the info that led you to make each inference.  Write the definitions of endorsement and undistinguished on the lines below. Then use the words together in one original sentence.

Content Area	Grade and Standard	Type of Strategy	Example of Strategy
	prefixes, contractions, and syllable constructions correctly.		Write one additional word that has the prefix un-. Write a definition for each word.

**Identifying Gifted Students**

Students who demonstrate high intellectual ability, high achievement ability, specific academic ability, by meeting the criteria listed below (in Figure 1.29), Crown Prep will notify his/her parents. The parents will be given the option to recommend their child for assessment. If the parent elects to recommend, Crown Prep will notify the LAUSD Gifted and Talented Education Office and arrange an assessment based on the preliminary student data.

**Monitoring the Progress of Gifted Students**

Gifted Students will be assessed informally and formally on a regular basis. Through weekly teacher created tests and quizzes, as well as trimester and interim assessments, teachers and administrators will be able to gauge academic progress. As with instruction, assessments will be differentiated to meet the needs of our gifted population.

**GIFTED**

Gifted/Talented Students: We are committed in engaging in comprehensive strategies for all students enrolled at Crown Preparatory Academy School. If we determine to use the District’s GATE identification process and policy and allow Crown Preparatory Academy school student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service basis.

**Figure 1.30 Gifted and Talented Recommendation Criteria<sup>61</sup>**

Classification	High Intellectual Ability	High Achievement Ability	Specific Academic Ability
<b>Description</b>	Students who consistently exhibit the capacity for excellence at remarkably high levels of accomplishment far beyond their chronological peers.	(General academic ability), Two current consecutive years of advanced achievement in English-Language Arts/reading/EL (elementary), or English/EL (secondary) and mathematics. At least one of the required years must be documented by performance on a standardized test, i.e., California Standards Test (CST), CAT-6, or APRENDA-3. One score within the two required years may be documented by grades as follows:	(First semester of fourth grade and above only) -- Three current consecutive years of advanced achievement in English-Language Arts/reading/EL (elementary), English/EL (secondary) or mathematics.
<b>Criterion #1</b>	One semester of <u>observation</u> by the staff in the school of current enrollment and supportive descriptions of behavior by parent and teacher; <b>and</b>	As of 2007-08--Scaled scores of 425 or above in English-Language Arts and scaled scores of 450 or above in math from grades 2-7 or scaled scores of 450 or above in math content courses for grades 8 and above on the California Standards Test (CST) or; A percentile score of 78 (77 on APRENDA-3) or above on individual or group achievement tests obtained in the previous two consecutive years in <u>both</u> reading and math; <b>or</b>	Scores for 2007--Scaled scores of 392 or above in English-Language Arts and/or scaled scores of 401 or above in math from grades 2-7 or scaled scores of 415 or above in math content courses for grades 8 and above on the California Standards Test (CST); <b>and</b> (2007-08) Scaled scores of 425 or above in English-Language Arts and/or scaled scores of 450 or above in math from grades 2-7 or scaled scores of 450 or above in math content courses for grades 8 and above on the

<sup>61</sup> Criteria Adopted from LAUSD/GATE Program. <http://sfpc.lausd.k12.ca.us/GATE/intro-2.html#Intro2Pg1ProcIden>

Classification	High Intellectual Ability	High Achievement	Specific Academic Ability
			California Standards Test (CST); <b>and/or</b>
<b>Criterion #2</b>	Evidence of intellectual ability which may include but is not limited to: (1) advanced abstract reasoning ability, (2) superior vocabulary, (3) rapid acquisition of a second language, (4) advanced academic ability, i.e., two years above grade level in English-Language Arts/reading, and math (5) problem-solving skills, (6) accelerated rate of learning new tasks, (7) honors or recognition for outstanding accomplishments; <b>or</b> *Scaled scores of 425 or above in English-Language Arts, grades 2-11 or scaled scores of 450 or above in math, grades 2-7 or scaled scores of 450 or above for grades 8 and above in math content courses on State-adopted criterion-referenced tests of academic content standards, such as, the California Standards Test (CST); <b>or</b> Percentile score of 78 (77 on APRENDA-3) or above in reading or math indicated on current and previous	A combination within the previous two most current consecutive years as follows: One year of scaled scores as described in Criterion 1 above on the California Standards Test (CST) <b>and</b> one year of percentile scores of 78 (77 on APRENDA-3) or above in reading and math <b>or</b> one year of grades as follows: <b>Elementary (Grades 4-5)</b> --grades of 4 (advanced) in achievement in the second and third reporting periods; <b>or</b> <b>Secondary(Grades 6-8)</b> --a GPA of 3.5 or above; <b>and</b>	Percentile scores of 78 (77 on APRENDA-3) or above on the CAT-6 in the specific subject area <b>or</b> as many as two years of grades as follows: <b>Elementary (Grades 1-5)</b> --grades of 4 (advanced) in achievement in the second and third reporting periods; <b>or</b> <b>Secondary (Grades 6-8)</b> --a GPA of 3.5 or above. ( <u>Note</u> : a 3.0 is required in Honors or Advanced Placement courses or accelerated classes); <b>and</b>



Classification	High Intellectual Ability	High Achievement Ability	Specific Academic Ability
	group or individual achievement tests; <b>or</b> A pattern of advanced academic achievement or an indication of the potential for such advanced academic performance; <b>and must include</b>		
<b>Criterion #3</b>	Superior cognitive abilities indicated on standardized administration of an intelligence test given by a LAUSD school psychologist.(Teacher observations, review of student's cumulative record, and sample of student work must provide support for a recommendation of assessment.)	Review of student's cumulative record and sample of student work must support the recommendations from teachers or other school leaders verifying the degree of achievement.	A review of student's cumulative record and sample student work must support the following:  Recommendations from teachers or other School Leaders verifying the degree of achievement; <b>or</b> An analysis of student products illustrating outstanding ability in the specific area.

#### 4. Students achieving below grade level;

Based on achievement data of local schools in the proposed area, Crown Prep anticipates a significant number of students enrolled will arrive one or more years below grade level. Students will be identified as achieving below grade level based upon the following criteria:

- Achieving one year or more below in Math or ELA
- Consistently score below 70% or more on interim and classroom assessments.
- Consistently fails to complete homework assignments
- CST scores in Math and/or ELA basic or below.

#### Continual viable access to academic content to improve achievement

Crown Prep’s educational philosophy is built upon high expectations. Although some of our students may not be proficient, we will not lower our expectations. Classroom instruction for students achieving below grade level expectations will be highly structured and consistent. When Crown Prep students enter the school building and their classrooms, they will encounter rigorous instruction, guided practice, collaborative and independent work. Through constant assessment, school leaders, teachers, students and parents will always be aware of skill mastery and deficits. Daily tutorials will review and reinforce content. Our extended school year and summer school will allow Crown Prep students continual viable access to academic content to improve achievement.

We have incorporated additional supports within the academic program, to meet the needs of students below grade level. They include the following:

- Extensive reading time during class and advisory
- Targeted small group tutoring after school
- Systematic reading and writing support
- Advisory classroom support
- Academic Advisor
- Regular Progress reports to families
- Double Literacy Period with additional support
- Double Math Periods with additional support
- Use of frequent assessments to assess growth

As appropriate, struggling students who were not identified upon enrollment will be referred to the Student Success Team (SST). The SST will be composed of the Executive Director or Director of Curriculum and Instruction, Special Education teacher, and two content area teachers. The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend interventions as appropriate. Crown Prep will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

## **5. Special Education students.**

### ***SPECIAL EDUCATION REQUIRED LANGUAGE***

#### **Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified* Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services.

Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, [Charter School] will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

### **Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

### **Additional Student Support**

In order for Crown Preparatory Academy to execute its mission of preparing students to succeed in high school and college, it is essential to provide additional structures and programs to ensure the success of all students. We believe that all students can achieve

regardless of race, socio-economic status, previous academic performance, or ethnic background.

Due to the ambitious goals we have set for our students, all students will participate in the following, to increase their likelihood of academic success:

- **Extended school day:** School day will begin at 7:50 am and end at 4:06 pm.
- **Extended school year:** Crown Prep’s school year will consist of 190 school days.
- **Highly structured, small, well-disciplined environment:** The student to teacher ratio is 20:1. There will be consistency among teachers across classrooms in terms of the structure of classroom procedures, discipline, and the flow of instruction
- **Extensive reading time during class and advisory:** Each advisory will have SSR (Silent Sustained Reading) time three times a week. Students will select an independent reading book to read during advisory and breakfast. On other days in advisory, students will complete teacher created math or literacy worksheets that reinforce what they are learning in their classes
- **Targeted Small group tutoring:** Based on assessment data, and informal classroom assessments, teachers will be able to identify which students need additional support on particular standards or concepts. These students will be given instruction in literacy or math after school in a group of no more than 10 students.
- **Direct Instruction:** Approximately thirty percent of instruction each day will be Direct Instruction. Students will participate in guided note-taking, verbal and non-verbal cues to demonstrate understanding, and actively participate when prompted by the teacher.
- **Systematic reading and writing instruction:** All teachers will be trained in literacy strategies to increase content knowledge as well as literacy achievement overall. Literacy teachers specifically, will implement Literacy strategies and instruction will be informed by the Chicago Reading Initiative, with particular focus on vocabulary development, fluency and reading comprehension.
- **Consistent use of “I do, You do, We do” Instruction in all classrooms:** All teachers will be trained on how to effectively develop rigorous aims, administer Direct Instruction, Guided Practice and Independent Practice. This consistency provides structure for the student and gradually allows the students to exhibit their level of understanding on a newly delivered concept or lesson.
- **Advisory classroom:** Each student is assigned an advisory that is a support unit and sets the foundation for community and the PRIDE Values. In advisory, students are educated on character development and the importance of exhibiting and internalizing Perseverance, Respect, Integrity, Discipline, and Excellence.
- **Life Skills:** At Crown Prep we believe that we must explicitly teach skills that are vital for success as a student and in life. Each fifth and sixth grade advisory will have Life Skill instruction four times a week. Life Skills teaches organizational skills, conflict resolution, the PRIDE Values, and how to effectively work in teams.
- **Advisor**—The advisory teacher is assigned as the primary contact to the parent. Bi-weekly, the advisory teacher contacts the parent to inform him/her about

- particular concerns, improvements (academically, behaviorally), academic progress, etc.
- **Progress reports and Course Syllabi:** Families will receive mid-term progress reports which include academic and behavior reports. Teachers will also issue course syllabi at the beginning of each new trimester. The Course Syllabi will list the goals and objectives for the given trimester as well as homework and assessment expectations. Parents will sign the syllabus, indicating they have read and understand the requirements.
  - **Regular, meaningful feedback from teachers:** Every day parents will be able to review their child's homework folder, which will include current assignments. Students will also have trimester course syllabi indicating what they are learning. Parents will receive bi-weekly PRIDE reports and midterm progress reports as well as phone calls from their child's advisor highlighting the strengths and challenges experienced every two week period. In addition to phone calls and reports each trimester, parents will be required to attend a parent-teacher conference to review their child's progress.
  - **Double Literacy Periods:** At Crown Prep, we believe that literacy is the foundation for academic success. So all students will take a section of reading and writing through eighth grade.
  - **Double Math Periods:** Based on the achievement data in Mathematics of students in the proposed area and the recent eighth grade Algebra I requirement, it is essential that we ensure that our students are provided with additional Math instruction. For this reason, we will provide double periods of Math instruction through eighth grade.
  - **Use of frequent assessments:** Assessments will inform the instruction at Crown Prep. Upon enrollment, students will be assessed in order to identify literacy and numeric levels and skill gaps. Teachers will administer both formal and informal assessments on a regular basis to monitor growth or areas to hone in on. Assessments will also be a factor in matriculation.
  - **Regular Homework Assignments:** To further execute our mission of success in high school and college, it is essential that our students complete homework assignments every day. In addition to reinforcing skills and serving as an assessment tool, homework will also rigorous. All students will have approximately two hours of homework a night.
  - **Consistent daily, weekly structures across classrooms and school:** We believe that all children have the right to a small, safe and structured environment. Every classroom will have a Do Now every day, all students will carry a well-organized binder, all teachers will assign homework, each student will receive a PRIDE report weekly, etc. Every student will know exactly what to expect on a daily, weekly, and monthly basis at Crown Prep. We believe that this consistency is one of the many ingredients for academic success.

If AYP indicates that additional student supports are needed, in Year Two we will add Saturday School twice a month to address the needs of those students who are not proficient. However, if our preliminary data indicates that more intervention is needed immediately, we reserve the right to implement the aforementioned program in Year One.

## **Promotion Policy**

We believe that students should only be promoted when they have demonstrated mastery of academic standards. Crown Prep is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of Crown Prep's academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we will use a strict and simple promotion policy: students must not exceed absences of 15 days in a school year and must pass all core academic classes and end-of-year exams with a 70% or better to earn promotion to the next grade. Students who fail one or two core academic classes or end-of-year exams will be eligible for summer remediation and must demonstrate readiness by earning a 70% or better on a comprehensive assessment in each class that they failed. Students who exceed 15 absences or who fail three or more core academic classes will be retained in their current grade level. We expect that with our multiple layers of student supports that are part of our extended day and year, the majority of students will successfully meet our academic expectations. Students who do not demonstrate readiness will not be promoted. However, students with the following reasons for extended absences will have the opportunity to make-up missed work (for full credit) in a reasonable amount of time, for consideration for grade promotion:

- Illness (With note from doctor on official letterhead)
- Under quarantine under the direction of a county or health officer.  
For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

According to California Educational Code 490607:

“The governing board of any school district may adopt regulations authorizing a teacher to assign a failing grade to any pupil whose absences from the teacher's class that are not excused pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the board. Regulations adopted pursuant to this subdivision shall include, but not be limited to, the following:

- (1) A reasonable opportunity for the pupil or the pupil's parent or guardian to explain the absences.
- (2) A method for identification in the pupil's record of the failing grades assigned to the pupil on the basis of excessive unexcused absences.

**F. Describe:**

**1. The implementation plan for the school's instructional program, including a timeline for implementation of various components of the plan.**

	<b>Now- December 2009</b>	<b>January- March 2010</b>	<b>April- July 2010</b>	<b>2010-2011 school year (5<sup>th</sup> grade)</b>	<b>2011-2012 school year (5<sup>th</sup>-6<sup>th</sup> grade)</b>	<b>2012-2013 school year (5<sup>th</sup>-7<sup>th</sup> grade)</b>
<b>Student Recruitment</b>	Distribute informational flyers throughout the community	Open enrollment period	April - Host lottery	August – week-long orientation	Recruit and enroll new fifth-graders	Recruit and enroll new fifth-graders
	Host info sessions	Collect applications	Mail acceptance and waitlist letters	Recruit and enroll new and fifth-graders	Continue to grow waiting list	Continue to grow waiting list
	Continue to meet with community groups	Continue community outreach and student recruitment	Collect signed intent letters and enrollment paperwork	Continue to grow waiting list		
	Finalize application	Finalize logistics for random public lottery	Host family orientation			
<b>Facilities</b>	Hire real estate broker to assist in facility search	Begin necessary renovations	Complete renovations			Search for permanent facility
	Finalize all search criteria based on latest building requirements	File for all necessary paperwork	Obtain Certificate of Occupancy at least 45 days prior to start of school			
	Sign facility lease (ideally at least three years/with room to grow)					

<b>Service Providers/ Contracts</b>	Meet with business services/back office support providers to compares services and costs	Screen multiple potential providers for:	Finalize contracts with	Evaluate effectiveness of service providers; renew contracts or select new providers		
		Food services	Food services			
	Select and contract with selected business services provider	Special education	Special education			
		Janitorial services	Janitorial services			
			Purchase insurance			
<b>Teacher &amp; Staff Recruitment</b>	Hire school Executive Director	Attend career fairs	Finish hiring	Staff orientation and professional development	Recruit new teachers	Recruit new teachers
	Post teacher/staff job descriptions	Continue posting jobs		Recruit new teachers		
	Begin to interview applicants	Continue interviews				
<b>Professional Development</b>	Executive Director continues to participate in Building Excellent Schools training and the California Charter School	Executive Director continues own professional development and plans outline and resource library for teacher PD in year one		Weekly staff PD	Begin formal inquiry groups	Begin formal peer observations
				Teacher observations and feedback		Formalize CPA teacher leadership opportunities
				School-wide and individual		



	Association’s Charter Developers program			teacher goal-setting		
<b>Instructional Initiatives</b>				Data analysis and data-driven instruction (including use of EduSoft)	Differentiation	Differentiation
				Effective management , character development and positive culture	Assessment design	Integrating technology
				Effective lesson design		High school preparation
				Student engagement		
<b>Parental Involvement</b>		Information sessions	Family Orientation	Trimester newsletter	Monthly newsletter	Parent ELL and technology classes taught by outside providers
				Monthly parent workshops		
				Crown Prep Parent Partnership Committee		
<b>Board Development</b>	Transition to governing board	Visits to high-performing schools	Approve all necessary school policies	Participation in at least two school-wide events	First group of members’ term expires; prepare to bring on new members	Second group of members’ term expires; prepare to bring on new members
	Develop board resource binder					

## 1. What it means to be an “educated person” in the 21<sup>st</sup> century;

### A 21<sup>st</sup> Century Education

Crown Prep students will matriculate into competitive high schools and colleges with a solid foundation in all core academic subjects. Our students will be critical thinkers and ethical citizens committed and equipped with the skills and knowledge to be successful academically and in life. Upon matriculation, Crown Prep students will demonstrate their ability to compete in the 21<sup>st</sup> century through.<sup>62</sup>

- Wealth of foundational mathematical and literary knowledge
- Ability to understand grade-level materials
- Ability to apply their writing skills to organize information
- Ability to argue a point, tell a story, and respond to a literary or nonfiction piece
- Ability to participate in ongoing conversations or make more formal presentations
- Proficiency in spelling, grammar, and language mechanics
- Ability to effectively discuss the ideas contained in literature or nonfiction

## 2. How learning best occurs;

The mission of Crown Prep is to prepare students in grades five through eight to succeed in high school and college. Through a rigorous academic curriculum, structured environment, and the school’s core PRIDE Values students demonstrate the knowledge, skills and character necessary for success in academics and in life. In order to fulfill the mission, we believe that learning best occurs in an environment that has the following components.<sup>63</sup>

### 1. Warm and Structured Environment

While it is important for students to be praised for successfully completing a task, it is also important to create a school and classroom environment that rewards hard work and time on task. It is important that students know that they are in a safe environment, they are supported and only their best is acceptable. “In the best classrooms, the social atmosphere was warm and supportive ... [yet] businesslike and focused.”<sup>64</sup>

### 2. Deliberate and Brisk Pace

At Crown Prep, it will be essential that teachers follow the Gradual Release Model and set daily objectives that are measurable and attainable in one class period. Teacher’s lessons will be well planned and paced appropriately. Crown Prep teachers

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<sup>62</sup>Honig, Bill. 2000. *Teaching Our Children to Read: The Components of an Effective, Comprehensive Reading Program*. Second Edition. Corwin Press: Thousand Oaks, CA.

<sup>63</sup>E.D. Hirsh. 1996. *The Schools We Need and Why We Don’t Have Them*. Random House: Toronto, BC.

<sup>64</sup> Ibid.

will be knowledgeable about the skill gaps of our students. They will teach for mastery, but move at an urgent pace, not wasting a second of instructional time.

### **3. High Level of Focus**

Disruptions and off-task behavior contribute to an overall lack of student engagement and poor academic achievement. The academic success of Crown Prep students will be due to the effective teaching practices that are focused and integrate student responses into the lesson. School leadership will set the tone through monitoring and enforcing the consistent implementation of school-wide systems and structures—increasing time-on-task.

### **4. Balanced Whole Class Instruction**

During whole class instruction the teacher gives new information, obtains information from students and monitors for understanding. The teacher facilitates the group by rephrasing students' answers, asking for elaboration, and giving constructive, non-evaluative feedback. Although, whole class instruction is effective, it should not be taught in isolation. It should be taught along with guided and independent practice.

### **3. How the goals of the program enable students to become self-motivated, competent, and lifelong learners.**

The pillars of our instructional program are designed to propel our students toward academic success and success in life. Our goal is to create intrinsic motivation in our students both academically and ethically. The purpose of an unapologetically structured educational program is to encourage our students to develop their own sense of discipline and routines for successful outcomes. The organizational and academic skills Crown Prep students acquire will translate into success in high school and college. The core-academic, focused culture is designed with the intent of creating a desire to master and exceed grade-level standards.

## Element 2 – Measurable Student Outcomes

*The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)*

**A. Set specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following:**

- **API scores**
- **AYP AMOs**
- **CST scores**

**B. Identify any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school’s proposed instructional program.**

### **Additional Student Outcome Measures**

Crown Prep welcomes accountability measures that ensure high standards for student achievement. In addition to the goals and objectives set for charter schools by LAUSD and assessed by PERB, Crown Prep also sets the following goals and accompanying measures for our success, and as outlined in Figures 2.1 and 2.2.

Crown Prep will meet or exceed both state benchmarks for achievement and our own high organizational standards. We also expect that all of our sub-groups will meet or exceed academic goals. Crown Prep Elementary School will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target, with a goal of reaching 800 within the five-year term of this charter
- All subgroups will make at least 80% of the school’s overall growth target
- The CST participation rate will be at least 95%

Crown Prep Academy will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB. In addition:

- **English Learners:** English Learners will progress at least one grade level on the CELDT each year.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- **Student Attendance:** Crown Prep Elementary School will maintain at least 94% Average Daily Attendance.

**Figure 2.1 Additional Student Outcome Measures**

<b>Student Performance Goal</b>					
<b>Assessment</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>English-Language arts California Standards Test (CST)</b>	50 % proficient or advanced	60% proficient or advanced	80% proficient or advanced	<b>85% proficient or advanced</b>	<b>90% proficient or advanced</b>
<b>Mathematics CST</b>	50% proficient or advanced	60% proficient or advanced	80% proficient or advanced	<b>85% proficient or advanced</b>	<b>90% proficient or advanced</b>
<b>History-Social Science CST</b>				60% proficient or advanced	75% proficient or advanced
<b>Science CST</b>	50% proficient or advanced	60% proficient or advanced	65% proficient or advanced	75% proficient or advanced	80% proficient or advanced

Our goals set forth on the California Standards Test, in English Language Arts and Mathematics, are based upon the ambitious goals set forth by the 2002 No Child Left Behind legislation, which states, “All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.” To achieve these ends and our mission, we have implemented double periods of literacy and math, an extended school day and year, along with additional tutoring for struggling Crown Prep students.

We will assess the Character Education component of our program through the *Character Education Partnership* (CEP). We will also use student attendance, parent satisfaction survey, and the PRIDE Report data as tools to measure school culture. Measurement of the innovative components of Crown Prep’s Educational Program, are included in figure 2.2.

**Figure 2.2 – Additional Student Outcome Measures**

<b>Goal</b>	<b>Measure</b>	<b>Timeframe &amp; Tool</b>
Demonstrate growth in reading comprehension and vocabulary	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 reading comprehension and reading vocabulary tests, until the average percentile score reaches/exceeds the 75 <sup>th</sup> percentile.	Annual assessment using Stanford 10

Goal	Measure	Timeframe & Tool
Demonstrate growth in mathematics computation and problem solving	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 mathematics test, until the average percentile score reaches/exceeds the 75 <sup>th</sup> percentile.	Annual assessment using Stanford 10
Demonstrate growth in Language Arts	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the Stanford 10 English Language Arts test, until the average percentile score reaches/exceeds the 75 <sup>th</sup> percentile.	Annual assessment using Stanford 10
Increase the English Language proficiency levels of English Language Learners	At least 75% of English Language Learners will increase by at least one ELD level as demonstrated by CELDT scores and redesignation data.	Annual assessment using CELDT
Demonstrate meaningful growth in overall academic achievement	Meet annual AYP targets as set by the State and Federal Government and the No Child Left Behind Act	Annual AYP scores
Demonstrate increasing mastery of state content standards in all core academic content areas, based on scores including CST and Stanford 10	Exceed an API score of 700 within our first three years of operation and meet growth targets each year for each subgroup.  Exceed an API score 750 by year five of operation and meet growth targets for each subgroup.	Annual API scores
Students will demonstrate proficiency with visual and performing arts	Students will demonstrate mastery of the California State Visual and Performing Arts Content Standards by earning a passing score on a grade-level appropriate rubric for the project and/or performance completed at the end of each unit of study.	Standards-based rubrics  Every six weeks
The school will maintain high levels of student attendance	Average Daily Attendance greater than 93% year one, 94% year two, and 95% years three and beyond.	Monthly attendance reports
Students will demonstrate strong	Teachers will evaluate student behavior based on a school-wide character	Weekly PRIDE reports

Goal	Measure	Timeframe & Tool
character and discipline	<p>development rubric and monitor progress through weekly PRIDE reports, indicating each student’s level of perseverance, respect, integrity, discipline, and excellence.</p> <p>Fifth through sixth grade students will earn an average of 70% or more of the PRIDE points available each week. Seventh and eighth grade students will earn an average of 75% or more of the PRIDE points available each week.</p>	
The school will maintain a strong character development program for students	Average scores of “Good” or higher on the Character Education Partnership’s <i>Character Education Quality Standards Self-Assessment Tool for Schools and Districts</i> .	Annual CEP self-assessment
Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school	Average scores of “Satisfied” or higher on the midyear and end-of-year parent satisfaction survey	Midyear and end-of-year surveys

Each year, the Crown Prep Board will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The Academic Accountability Committee of the Board will work closely with the Executive Director to ensure that students are making progress toward all goals and will hold the Executive Director accountable for student achievement.

The Executive Director will consult with members of the Academic Accountability Committee, teachers, other school staff, parents, and students to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program, always using the California State Content Standards as our foundation.

The Executive Director will meet with the Academic Accountability Committee on a regular basis to monitor student achievement. This committee will monitor student progress on a monthly, trimesterly, and yearly basis. Student achievement may be measured by examining overall and disaggregated test data from Interim Assessment test data, CST data, Stanford 10 data, homework completion rates, CELDT data, and attendance rates. Crown Prep may modify student outcome goals annually based on

changes to State and/or Federal accountability goals. The school's Board of Directors will approve such changes in student outcome measures.

**Figure 2.3 Crown Prep Formative and Summative Assessment Sample Schedule\***

Assessment	Trimester	Timeline 2010-11 School year	Use of Data
Stanford 10 (diagnostic)	One	August 26 & 27, 2010	- To identify students levels of academic achievement
CELDT		August 26- Sept 3, 2010	- To identify levels of English Proficiency for ELL students
Interim Assessment (1 of 6)		October 12, 2010	-To monitor/assess student academic growth toward ELA, Math, Science, and Social Studies CA State Standard/ benchmarks
Interim Assessment (2 of 6)		November 22, 2010	
Trimester 1 Exam		November 19, 2010	-To assess student proficiency of given benchmarks in each enrolled course
Interim Assessment (3 of 6)	Two	January 10, 2011	-To monitor/assess student academic growth toward ELA, Math, Science, and Social Studies CA State Standard/ benchmarks
Interim Assessment (4 of 6)		February 28, 2011	
Trimester 2 Exam		March 16, 2011	
Stanford 10	Three	March 28, 2011	-To measure longitudinal growth of cohorts over an academic year
Interim Assessment (5 of 6)		April 29, 2011	-To monitor/assess student academic growth toward ELA, Math, Science, and Social Studies CA State Standard/ benchmarks
California Standards Test-- CST		April 18-21, 2011	-Federal and State Mandated accountability measurement of academic achievement through State Standards



Assessment	Trimester	Timeline 2010-11 School year	Use of Data
Physical Fitness Testing (PFT)/ Fitnessgram		April 25 &26, 2011	-State Test to measure Fitness and CA State Standards requirements
Interim Assessment (6 of 6)		June 10, 2011	-To monitor/assess student academic growth toward ELA, Math, Science, and Social Studies CA State Standards/ benchmarks
Final Trimester Exam		June 17, 2011	-Comprehensive exam to assess proficiency of CA State Standards/ given benchmarks in each enrolled course
PRIDE Reports	ALL	Weekly	- Evaluate and monitor student behavior based on a school-wide character development rubric for the following traits: <ul style="list-style-type: none"> <li>• Perseverance,</li> <li>• Respect</li> <li>• Integrity</li> <li>• Discipline</li> <li>• Excellence</li> <li>• PRIDE points will also be used to determine certain privileges and participation in special school events</li> </ul>

\*Do Nows, homework, quizzes, and teacher-created assessments will be given a daily and weekly basis to measure lesson effectiveness, academic achievement, and to identify skill gaps on a student-by-student basis. These informal assessments will be created based upon the CATs created by faculty during the three-week summer orientation.

### Element 3 – Method by Which Student Outcomes will be Measured

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

#### **A. Describe the methods for assessing attainment of student outcomes and how these assessment measures are consistent with the school’s proposed instructional program;**

##### **Approach to Assessments and Data**

Crown Prep’s mission is to prepare students in fifth through eighth grade to succeed in high school and college through a rigorous academic curriculum, well structured environment, and the school’s core PRIDE values. This includes providing “at-risk” middle school students with a college-preparatory instructional program that prepares them for success in high school Honors and Advanced Placement courses. While we recognize that such growth is achieved in gradual, incremental steps, Crown Prep will regularly assess the effectiveness of our programs using a variety of assessment tools. These frequent and systematic assessments will provide the Executive Director, Director of Curriculum and Instruction, and teachers with valuable data that will allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population.

Crown Prep students will be assessed using both formative and summative assessments. On a daily basis students will be assessed through class work, Do Nows, Homework and quizzes. We will administer a diagnostic, Norm Referenced Test, the Stanford 10, to assess the achievement levels of our students once they are enrolled. This diagnosis allows the DCI and teachers to collaborate on the best course of action for students who may be behind or need additional challenge. It also provides a measure upon which we may determine academic growth. A list of formative and summative assessments, use of data, and a schedule of testing are in Element 2 Figure 2.3.

In addition to daily and diagnostic measures, students will be assessed every six weeks and on an end-of-trimester basis. To fulfill our mission of college preparation, these interim and trimester exams will measure mastery of the content standards and instructional effectiveness, thereby allowing teachers to make necessary adjustments during the school year.

We will also administer the California Standards Test (CST) and all other state and federally required assessments. The CST will measure proficiency in core academic subjects, under NCLB. As a school dedicated to continuous improvement, upon receiving the results, as a staff, we will analyze the test data to measure student improvement, instructional effectiveness and school effectiveness. We will use the test data to determine the areas of curriculum and instruction that may need to be revised and the additional supports students will need.

**B. Identify additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered;**

**Additional Methods of Assessment**

We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Crown Prep will use a combination of assessments to gather valuable data about our students’ strengths and weaknesses and allow us to make informed instructional decisions.

Interim benchmark tests for the first year will be created by the Executive Director and the Director of Curriculum and Instruction, using test generating software such as Edusoft. The process will include a thorough understanding of grade-level standards and the school’s scope and sequence, Curriculum Alignment Templates (CATs) from ELA, Math, Science and Social Studies/History, an intense look at California’s released test questions and other relevant assessments, and will use the California Department of Education’s blueprints as models for each benchmark test. The assessments will be developed after the teachers have completed their Curriculum Alignment Templates (CATs), during the second week of faculty orientation, as described in Element One: Teaching Methodology.

The CATs will provide a state and national standards aligned, comprehensive yearly plan upon which teachers will develop units, lessons, chapter quizzes and tests. The Executive Director and Director of Curriculum and Instruction will use the CATs to develop the Interim Assessments and will pace them accordingly for each content area. All assessments will be aligned with faculty CATs and be available for teachers six weeks prior to start of each interim assessment period. In year two and beyond the Director of Curriculum and Instruction and experienced teachers will be included in the creation and revision of interim assessments.

Teachers will spend the majority of their summer professional development days following a structured protocol to thoroughly understand the standards, analyze state-approved textbooks and materials, study released CST questions and other sample assessments, create units of study and timelines for instruction, write in-class assessments, and craft units of instruction.<sup>65</sup> These long-term plans will be approved by the Executive Director and revised at regular intervals throughout the year, based on student assessment data and on-going professional development sessions. Teachers will receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

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<sup>65</sup> While some variation of this standards-based curriculum alignment approach is used at many of the high-performing schools visited by the school’s Lead Founder, the Crown Prep model will most closely mirror the Curriculum Alignment Templates used by Roxbury Preparatory Charter School. Roxbury Prep’s Co-director and instructional leader, Dana Lehman, presented this process at a Building Excellent Schools Fellows Training 9/08.

Among the additional assessments we will administer at Crown Prep will be the Stanford 10 Norm Referenced Test, Interim Assessments, End-of-trimester exams, and other teacher-created assessments. The Stanford 10 will be used to diagnose students at the beginning of the school year, and with retesting each spring thereafter, to measure longitudinal growth for all students. The results for the Stanford 10 will be used to inform instruction in ELA, reading comprehension, vocabulary and math. Interim Assessments will be created internally and designed using test generating software. All core subjects will administer the tests to gather baseline achievement data on state standards and measure progress between annual standardized tests. The End-of-trimester exams will be created by teachers based upon unit plans. These assessments will enable teachers to evaluate and revise the way they teach, assess and re-teach throughout the year, and inform ongoing student supports. Interim assessments will be given every six weeks in all content areas and for all grades.

Students also will be evaluated on a daily basis through teacher-created assessments. Due to the structure of Crown Prep, all teachers will have a gauge to determine the approximate level of mastery of each student through the daily use of the Do Now, class work and homework. Each of these tools is used to check for understanding and to make immediate instructional adjustments in order to remediate any skill gaps prior to formal assessment. Crown Prep teachers will also use major writing assignments, vocabulary tests, quizzes, and tests on a weekly, bi-weekly, monthly and trimesterly basis.

### **Innovative Component Measurement**

In order to assess behavior of Crown Prep students, we will give weekly PRIDE reports to monitor student behavior based on the character development rubric (Figure 10.1). The PRIDE rubric measures the Perseverance, Respect, Integrity, Discipline, and Excellence of Crown Prep students<sup>66</sup>. These points will determine rewards or consequences for student behavior. PRIDE points will be used to measure the character development/growth of Crown Prep Students. Based on the percentage of merits and demerits for a given week, we will be able to determine the character growth and overall school climate. Attendance will be another indicator we will use to gauge school culture and climate.

### **C. Assure that state mandated assessments will be administered;**

#### **State-Wide Assessment**

Crown Prep will administer tests required by California's Standardized Testing and Reporting (STAR) Program in each year and subject as required by the state in Education Code §60602.5. These tests will demonstrate students' mastery of grade-level content standards in each tested content area.

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<sup>66</sup> Please see the Attachment C for the PRIDE Rubric.

**Figure 3.1 – Tests Required as Part of the STAR Program**

<b>Program Component</b>	<b>Type of Assessment</b>	<b>Purpose</b>	<b>Grades Tested</b>
<b>California Standards Tests (CST)</b>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> <li>(includes written component in grade 7)</li> </ul>	<ul style="list-style-type: none"> <li>Measure proficiency with state content standards in English-Language Arts</li> </ul>	5 to 8
		<ul style="list-style-type: none"> <li>Measure proficiency with state content standards in Mathematics</li> </ul>	5 to 8
		<ul style="list-style-type: none"> <li>Measure proficiency with state content standards in Science</li> </ul>	5 and 8
		<ul style="list-style-type: none"> <li>Measure proficiency with state content standards in History/Social Science</li> </ul>	8
<b>California English Language Development Test (CELDT)</b>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> <li>Performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>Measure proficiency of English Language Learners and reclassify students as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>All—based on student’s previous ELD level and repeated annually until student is reclassified</li> </ul>
<b>California Achievement Tests, Sixth Edition (CAT-6)</b>	<ul style="list-style-type: none"> <li>Norm-referenced</li> <li>Multiple-choice</li> </ul>	<ul style="list-style-type: none"> <li>Measure achievement of general academic knowledge in reading, language, math, and spelling compared to national norms</li> </ul>	<ul style="list-style-type: none"> <li>7</li> </ul>
<b>California Alternate Performance Assessment (CAPA)</b>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>Measure achievement in ELA and math</li> </ul>	<ul style="list-style-type: none"> <li>Determined by IEP; available grade 5</li> </ul>
<b>California Modified Assessment (CMA)</b>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> </ul>	<ul style="list-style-type: none"> <li>Measure achievement in ELA, math, and science</li> </ul>	<ul style="list-style-type: none"> <li>Determined by IEP; available grades 5-8</li> </ul>
<b>Standards-Based Tests in Spanish (STS)</b>	<ul style="list-style-type: none"> <li>Standards-based</li> <li>Multiple-choice</li> </ul>	<ul style="list-style-type: none"> <li>Measure proficiency in ELA and math;</li> </ul>	<ul style="list-style-type: none"> <li>5-7</li> </ul>

Program Component	Type of Assessment	Purpose	Grades Tested
<b>Appendix 3</b>	<ul style="list-style-type: none"> <li>• Norm-referenced</li> <li>• Multiple-choice</li> </ul>	administered to students whose primary language is Spanish and who have been enrolled in a U.S. school for less than 12 months	<ul style="list-style-type: none"> <li>• 8</li> </ul>
<b>Physical Fitness Testing (PFT)/Fitnessgram</b>	<ul style="list-style-type: none"> <li>• Criterion-referenced</li> <li>• Performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Measure physical fitness based on seven key elements</li> </ul>	<ul style="list-style-type: none"> <li>• 5 and 7</li> </ul>

The most heavily weighted as well as most thorough of the tests in the STAR program, are the California Standards Tests (CSTs). The CSTs are criterion-referenced assessments that will allow us to determine if proficiency goals, described as Accountability Goals in Element Two, have been met and allow us to make instructional changes for the upcoming year as needed. Crown Prep will use the CELDT test to measure the proficiency of English Language Learners in order to provide appropriate language learning support and re-classify students.

### **Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

### **D. Describe how assessment data will be used to inform instruction and professional development on an ongoing basis.**

#### **Data Analysis and Data-Driven Instruction**

State assessment data will be collected using a cross-platform school management system. The Executive Director, Director of Curriculum and Instruction, and teachers will use state test data to analyze areas of strength and weakness and to set priorities for each school year.

Diagnostic assessments will be administered at the start of each year to determine a baseline for students in English-Language Arts and math. This data, along with daily classroom observation and other assessments, will provide valuable details about students' needs in each content area, and results will be used to help teachers plan lessons, effectively differentiate, and participate in academic support groups during structured tutoring.

Interim assessments will be created, scored and analyzed using approved appropriate educational assessment software. These assessments will be administered every six weeks. Teachers will meet with the Executive Director and/or Director of Curriculum and Instruction after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results.

End-of-trimester assessments will be written and administered by Crown Prep teachers. Teachers will backwards plan their units, with the end-of-trimester assessments informing their units and pacing.

Action plans will be revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting each month will include the analysis of student assessment data.

### **Teacher Collaboration in Data Analysis**

Teachers will have opportunities to discuss challenges and successes regarding lesson execution, effective management of instructional time, and classroom management a weekly basis. There are 40 Thursdays and 9 Pupil Free days, devoted to Professional Development. Teachers will work initially with the DCI to develop instructional goals and subsequently work with other teachers to hone in on instructional strategies to improve academic achievement. Teachers will observe and provide feedback on instruction, visit other high performing Charter School classrooms, and apply best practices in their own classrooms. Although our administrative structure is lean, school leadership will provide ongoing support to teachers, through regular observations and discussion of test data. Teachers will have extensive Professional Development on data analysis and the use of data to inform instruction, and developing inquiry groups.

## Element 4 – Governance

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)*

### **A. State whether the school is proposing to be an independent or affiliated charter;**

#### **Charter Status**

Crown Preparatory Academy seeks to be an independent charter.

### **B. Affirm that the school will be operated by a nonprofit public benefit corporation;**

#### **Evidence of the School as a Non-Profit Public Benefit Corporation and Bylaws**

Crown Prep has applied for status as, and will function according to all legal and ethical standards related to, a non-profit public benefit corporation.

### **C. Provide by-laws for the nonprofit public benefit corporation;**

Our proposed bylaws are included as Attachment D.

### **D. Describe the proposed school’s governance structure and demonstrate how it will maintain active and effective control of the school. Applicants must describe:**

- 1. How often the governing board will meet;**
- 2. The process for selecting governing board members;**
- 3. The manner for posting meeting notices, distributing agendas and recording governing board actions.**

#### **Governance Structure**

Crown Prep will be governed by a Board of Directors who upholds the mission and vision of the school. The Board will maintain active and effective governance of the school primarily in their relationship with the Executive Director to whom all administrative decisions and responsibilities are delegated.<sup>67</sup> Along with an effective reporting structure and attendance at regular monthly meetings, the Board will set evaluative measures in place that monitor the effectiveness of the Executive Director as well as the educational programs of the school. Further, the Board will establish a Governance Committee which will oversee the recruitment and orientation of qualified Directors to ensure the organization’s viability over time, and will establish an evaluation process to assess its efficacy on an annual basis.

A strong working relationship between the Board Chair and Executive Director will ensure the flow of information necessary for efficient, proactive, and strong governance



structure. In addition, clear officer roles and responsibilities will ensure that critical tasks are performed by the most qualified individual Director.

Members of the Founding Board will be instrumental in the growth of the Board of Directors and new Directors will be recruited as needed. Elected Officers will include a Board Chairperson, Vice Chairperson, Treasurer and Secretary. Any two or more offices may be held by the same person, except the offices of Chair and Secretary, provided that no individual may act in more than one capacity where action of two or more officers is required. All officers will be elected by the Directors at their annual meeting and will hold office for the term of one (1) year. Each officer will continue in office until his or her successor is elected and qualified, or until his or her death, resignation or removal. A Director may serve more than one (1) term in the same office, but no more than three (3) consecutive terms in the same office. The job descriptions of board members, each Board Officer, and the descriptions of the committees are listed below.

### **Board Members**

The job description of a member of the Board is as follows:

- advocates for Crown Prep and its mission;
- adheres to the Brown Act;
- attends board meetings, committee meetings and important related meetings;
- serves with professionalism, integrity, and enthusiasm;
- volunteers for and accepts assignments and completes them thoroughly and promptly;
- stays informed about committee matters, prepares themselves well for meetings, and reviews and comments on minutes and reports;
- gets to know other board and committee members and builds a collegial working relationship that contributes to consensus;
- actively participates in the board's professional development, annual evaluation and planning efforts;
- participates in fund raising for the organization, cultivates prospective donors and volunteers and gives an annual financial gift to the best of personal ability;
- abides by all legal responsibilities and complies with applicable rules and regulations; and
- discloses any potential conflict of interest, whether real or perceived.

### **Officers**

Job descriptions of Board officers are provided below:

**Chair:** It shall be the duty of the Board Chair to preside at all meetings to guide the Board in the enforcement of all policies and regulations relating to Crown Prep and to perform all other duties normally incumbent upon such an officer. The Board Chair may serve as an *ex-officio* member of each committee, except the Governance Committee, but may not vote. The Chair will help direct and mediate Board discussions with respect to organizational priorities and governance concerns and ensure that the Board engages in a self-evaluation at

least once a year. In addition, the Board Chair will work with the board officers and committee chairs to develop the agendas for Board meetings.

**Vice-Chair:** In the Board Chair's absence, the Vice Chair shall fulfill the responsibilities of the Board Chair, (including, presiding at meetings of the Board and serving as an ex-officio member of committees). In addition, the Vice Chair works closely with the Chair to guide the Board in the enforcement of all policies and regulations relating to Crown Prep.

**Treasurer:** The Treasurer shall have a general understanding of financial record keeping, accounting systems and financial reports and shall work with the management of Crown Prep to ensure that appropriate financial reports are made available to the Board on a timely basis. The Treasurer shall also assist in presenting the annual Crown Prep budget to the Board for review and approval and shall review the annual audit and answer Directors' questions regarding the audit. In addition, the Treasurer will ensure that current records are maintained to reflect the financial condition of Crown Prep.

**Secretary:** The Secretary shall ensure that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all notices of Crown Prep and ensure that written agendas and support materials are provided to all members. The Secretary shall ensure that written minutes are provided to Directors within the specified time, approved minutes are filed and official attendance and votes of Directors are maintained in accordance with procedure and adherence to the Brown Act.

All Board Members of Crown Prep receive a job description and sign member expectations agreeing to uphold the mission and vision of the school, advocate for Crown Prep and ensure organizational viability, student achievement and faithfulness to the terms of our charter.<sup>68</sup> While all Directors share common roles and responsibilities, those specific to a particular Director stem from their professional skill set, expertise and role(s) in the community. Accordingly, Crown Prep's Board will include several committees to maintain oversight of both its own efficacy and school operations. Committees such as Governance, Finance, Academic Accountability, and Development will afford each Director the opportunity to apply their talents to key organizational areas.

#### Assurance

All committees of the Board of Directors operate in full compliance of the Ralph M. Brown Act.

#### **Governance Committee**

The primary responsibilities of the Governance Committee are to identify, recruit, and nominate persons to serve as members and officers of the Board of Directors; to provide development opportunities for Board membership; and to oversee a Director assessment process to ensure optimum performance. Identification of well-qualified candidates will

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<sup>68</sup> Please see Attachment E for the Crown Prep Founding Board Expectations.

result from a carefully planned process designed to obtain influential, knowledgeable, and representative leadership for the organization.

The specifics of these responsibilities include:

1. Determining what is needed to strengthen the Board
2. Putting together a list of prospective nominees
3. Developing a tentative slate of nominees
4. Recruiting strong candidates
5. Developing a final slate of nominees
6. Providing ongoing orientation to Directors

Overseeing Director assessment process to ensure optimum performance. The Governance Committee will be composed of the Board Chair, Vice Chair and at least two other board members.

For a variety of reasons at-large vacancies may occur on the board during the period between elections. When these occur, it is the responsibility of the Governance Committee to recommend a suitable candidate for appointment by the board to fill the vacancy.

### **Finance Committee**<sup>69</sup>

The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.

The Finance Committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full board understand the organization's finances. The Committee also recommends the auditor for full Board approval and reviews the audit.

The Board Treasurer will chair this Committee. Committee members should have a strong background in accounting, finance, or business. The Finance Committee will be composed of the Treasurer and at least three other board members, including the Board Chair as an ex-officio member.

### **Achievement/Accountability Committee**

The Achievement/Accountability Committee monitors the school's progress toward all goals as established in the Accountability Plan and ensures sufficient controls, measures, and supports to reach those goals. The Achievement/Accountability Committee will be

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<sup>69</sup> Crown Prep's Budget and Y1-Y3 Cash Flows is in the Attachment F.

composed of at least three board members, including the Board Chair as an ex-officio; board members may invite a parent of a Crown Preparatory Academy student to serve as an ex-officio member.

The main responsibilities of the Achievement/Accountability Committee include:

- Reviewing the adequacy of the organization’s internal control structure
- Reviewing the activities, organizational structure, and qualifications of the internal audit function (if applicable)
- Reviewing the policies and procedures in effect for the review of executive compensation and benefits
- Examining the school’s education program and its effectiveness
- Reviewing and analyzing the standardized test scores of Crown Prep Academy
- If necessary, instituting special investigations and, if appropriate, hiring special counsel or experts to assist
- Performing other oversight functions as requested by the full Board

### **Development Committee**

The Development Committee leads the Board’s participation in resource development and fundraising. The Committee works with the staff to develop the corporation’s fundraising plan. The Committee develops policies, plans, procedures, and schedules for board involvement in fundraising. It helps educate Directors about the organization’s program plans and the resources needed to realize those plans. It familiarizes Directors with fundraising skills and techniques so that they are comfortable raising money. The Committee is the Board’s central source of information about the fundraising climate in general, and about the status of the organization’s fundraising activities in particular. The Development Committee sets guidelines for Directors’ contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors. Prior fundraising skills and experience or a desire to develop such are important qualifications.

The Development Committee will be composed of at least three board members, including the Board Chair as an ex-officio; board members may invite a parent of a Crown Preparatory Academy student to serve as an ex-officio member.

The Crown Prep Board of Directors will meet monthly with the Executive Director. The Board also will review data provided by a comprehensive annual review of school operations and make recommendations based on this data.

The selection of Founding Board Members was initiated by the school’s Lead Founder, Laura J. McGowan.<sup>70</sup> Each member of the founding team was carefully selected for

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<sup>70</sup> Laura McGowan is the proposed Executive Director and current Fellow with Building Excellent Schools. Ms. McGowan has shaped her career around the goal of opening an outstanding urban school since the beginning of her career as a high school English teacher. She most recently served roles as Instructional Specialist and Literacy Coach at East Valley High School in Los Angeles, CA. As Literacy Coach, Ms. McGowan supported the instructional practices of lead teachers, provided curricular training, coordinated assessments and helped to actuate data-driven instructional planning. Through the Johns Hopkins University Talent Development High Schools program, Ms. McGowan studied a

his/her dedication to education, service to the community; desire to be involved in education, and the underlying beliefs set forth in Crown Prep's mission statement. This passionate and committed Founding Board has the skill sets and experiences that together will enable Crown Prep to be fiscally sound and academically strong. If chartered, it is anticipated that all Founding Board Members will transition to the Governing Board. It is the expectation of the Board that an odd number of Directors shall be maintained for voting purposes.

### **Selection of New Board Members**

The governing board will carefully look for individuals who are aligned with the mission of Crown Preparatory Academy. Governing board members will develop relationships with professional, educational and community based organizations such as the Los Angeles Chamber of Commerce, the Los Angeles Urban League, local Alumni Associations, Teach for America and the Concerned Citizens of South Central Los Angeles to search for new members. They will seek individuals with expertise in finance, real estate, community development, fundraising, business, law and education.

Once an individual has been identified, they must meet the following requirements:

- Belief in charter schools and in the mission of Crown Prep
- Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, community organizing/ outreach, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to leverage personal and profession networks on behalf of the school
- A deep commitment to improving the quality of education for children and the quality of life for the community

### **Board Meeting Frequency, Agendas, and Minutes**

Crown Prep Board meetings will take place at least once a month, ten months each year, and will operate in full compliance with the Brown Act. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Brown Act. Pursuant to California Government Code § 54954.2, agendas for all meetings will be published at least 72 hours in advance, distributed to each governing board member and be posted at the school site for public viewing. The Board's Secretary will record notes during each meeting and those minutes shall be posted for a minimum of 10 days in a public place, as soon after the meeting as possible.

### **Board Composition**

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reform model focused on school-turnaround. This led her to develop intervention programs to combat truancy and tardiness, and facilitate the roll-out of four Small Learning Communities through her role as Instructional Specialist. Ms. McGowan holds a Bachelor of Arts degree in English and Rhetoric from the University of Illinois at Urbana-Champaign and a Master of Education degree in Instructional Leadership and English from the University of Illinois at Chicago.

The Crown Prep Board of Directors will consist of at least six and no more than fifteen voting members. The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

**E. Provide an organizational chart showing the relationship of the governing board to the leadership of the school, as well as any relevant site committees, etc.;**

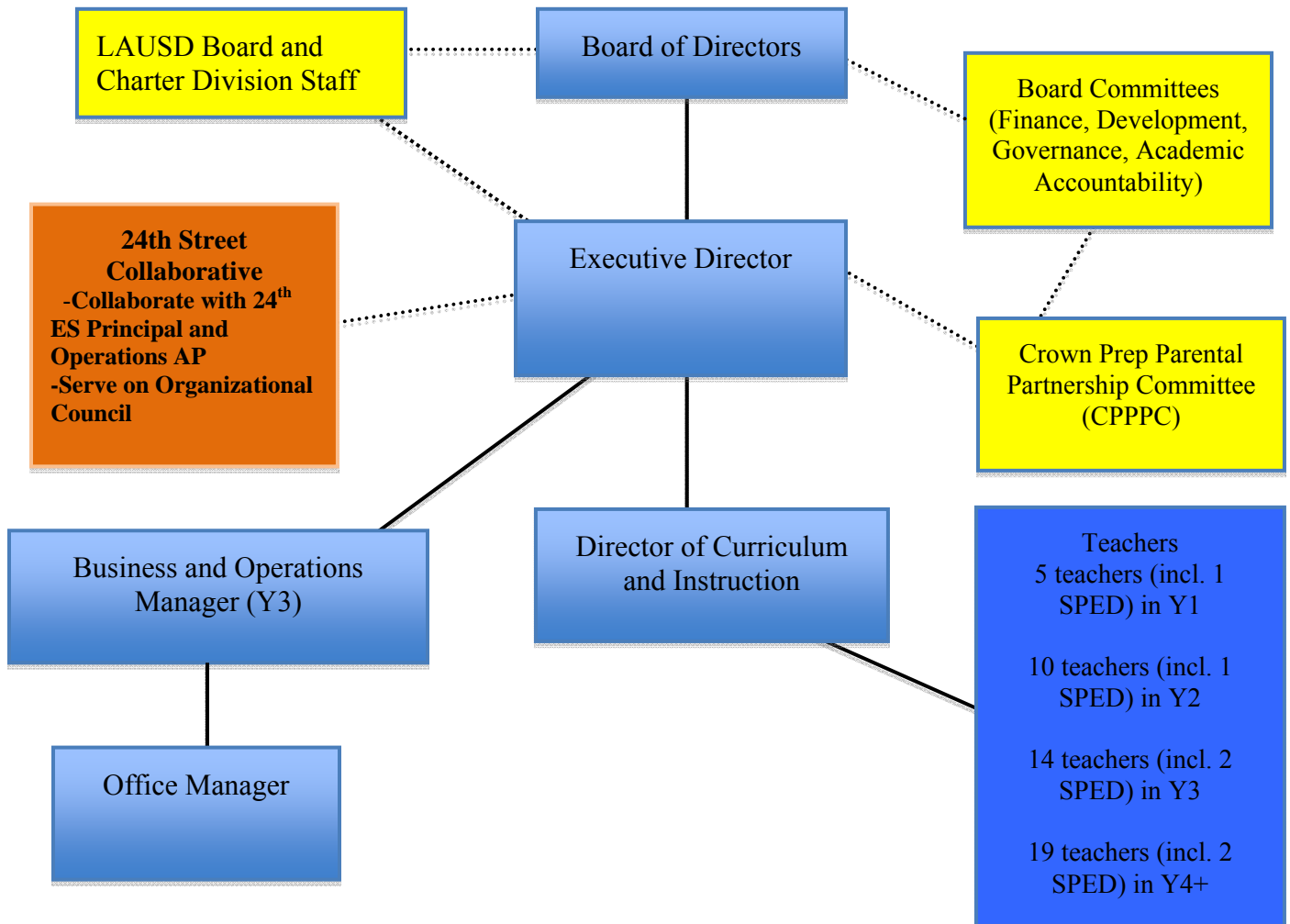
**Organizational Structure**

The leadership and staffing structure of Crown Prep is designed to ensure that the school meets its mission of providing a college preparatory education for each student we serve. Our Board of Directors, internal organizational structure, plans to involve parents, and use of expert service providers reflects our intention to ground the school in the best practices of Charter School management and oversight.

During our first year of operation, Crown Prep will have a particularly lean administrative structure. While in part due to budget constraints, this structure will also allow founding staff to develop a strong working relationship, help to facilitate effective communication and effective implementation of the mission, and promote the development of school leadership potential from within. By the second year of operation, due to the doubling of our student population, we will double the size of our staff. Our special education staff will double in year three due to the anticipated doubling of our Special Education population. We will ensure that the needs of our Special Education population are met.

The influx in staff size is also due to the slow growth model. The structure will evolve over the first four years of operation, as the school grows from serving 120 fifth-grade students in year one, to serving 480 fifth- through eighth-grade students in our fourth year. The Organizational Chart can be found in Figure 4.1

**Figure 4.1 Organizational Chart**



Solid lines on the organizational chart indicate a reporting and evaluative relationship, while dotted lines represent input and cooperation.

**F. Provide résumés and questionnaire responses for all individuals committed to serve on the school’s governing board;<sup>71</sup>**

**Daniel Brumer** is an associate attorney at O’Melveny and Meyers in Los Angeles, CA. As a member of the firm’s Mergers and Acquisitions practice group Mr. Brumer represents private and public companies, private equity funds, and strategic investors in mergers, acquisitions and other corporate transactions ranging in size between \$5 million and \$2.5 billion. He represents an international women’s rights organization, *pro bono*, in conducting a worldwide corporate governance review. Prior to his work at O’Melveny and Meyers, Mr. Brumer served as a Planning and Land Use Deputy for Los Angeles City Councilman Tom LaBonge. As a Deputy, Mr. Brumer advised the Councilman on zoning and land use issues and assisted in land entitlement negotiations for large scale commercial and residential developments. Mr. Brumer holds a Bachelors of Arts from the University of Maryland at College Park and Juris Doctorate from Columbia Law School.

**Gerard Casale** is a partner a Troy Gould, P.C. a small boutique law firm in Century City, CA., leading the group with over \$800M of financings and Mergers and Acquisitions (M&A) transactions. Prior to his current position, Mr. Casale was transactional partner for Drier Kahan, LLC, where his practice focused on advising domestic and international clients on a broad range of transactional matters. Mr. Casale has significant experience in representing public companies, venture capital backed start-ups, M&A clients on both seller and buyer side, and corporations seeking advice on crisis management and strategy implementation. As Managing Partner and Founder of Casale Alliance, LLC, Mr. Casale, guided/closed over \$700M dollars of total investments including private placements and M&A and public offerings with focus on technology companies. Mr. Casale has served as Special Counsel in bankruptcy matters and has served as advisor and board member to a number of private and public companies. Mr. Casale holds a Bachelors of Arts from Fairfield University and Juris Doctorate from Pepperdine University.

**Marc Little** is the President of Law Offices of Marc T. Little, founded in 1994, specializing in music and sports-related transactions as well as handling general business litigation in Los Angeles, CA. Mr. Little is the Chief Operating Officer and General Counsel for Faithful Central Bible Church, in Inglewood, CA, overseeing the business operations and legal affairs for the 13,000 member church and its holdings. He also serves as the Chief Operating Officer and General Counsel for Forum Enterprises where he oversees the business operations and legal affairs of The Forum, a 17,505 seat entertainment complex in Inglewood. Mr. Little has served on the Board of Directors for Focus on the Word, Inc., Pacific Coast Ford, and the Savannah College of Art and Design. Mr. Little holds a Bachelors of Arts and Juris Doctorate from the University of Southern California.

**Trevor Smith** is the Chief Financial Officer for Freshology, Inc. a fresh food distributor for 22 states, located in Sherman Oaks, CA. As CFO, Mr. Smith investigates, evaluates, and recommends tactics to grow distribution, including acquisition of direct competitors

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<sup>71</sup> See the Tab 9 for resumes and questionnaire responses for all individuals committed to serve on Crown Prep’s governing board.



and complementary companies, and joint venture relationships. He forecasts and presents monthly P&L and balance sheets to management and Board of Directors. Among other responsibilities, Mr. Smith developed and instituted key performance indicators (KPIs). He monitors the effectiveness of pricing and promotions decisions and manages vendor relationships. Prior to his work at Freshology, Mr. Smith was a Senior Associate with Pacific Community Management, Private equity firm providing growth capital to companies in \$5-50M range. Mr. Smith holds a Bachelors of Arts from Morehouse College and a Master of Business Administration from the University of California at Berkeley.

**Gregory E. Wright** is the principal owner of Birkenstein Investments, a residential real estate investment company, in Los Angeles, CA. Mr. Wright's company, purchases, rehabilitates, and sells real estate throughout Southern California. His company specializes in the utilization of the latest technology to identify distressed income properties. Mr. Wright is the founder of the Buy-A-Home Foundation (affiliated with the National Heritage Foundation). Through this non-profit foundation, low and moderate income families are assisted with home ownership through seminars, assistance with financing, and subsidies for closing costs and down payments. He holds a Bachelors of Science from Rutgers University and a Masters of Business Administration from University of Southern California.

**Brad Zutaut** is a founder and president of Message Ball, a mobile company devoted to mobile marketing in Los Angeles, CA. The key element of this company is to take away the barriers that make the mobile industry too complex. Mr. Zutaut is also a founder of Pod2Mob, LLC a mobile company that was the first to deliver pod casts exclusively to mobile phones. Pod2Mob offers a unique advertising solution to the media and pod cast market and clients include NBC and Conde Nast Publications. Mr. Zutaut was also the co-founder, chairman and CEO of Xingtone, Inc., the first mobile company to send a full-length song to a wireless handset. His vision for the digital realm began while serving as CEO of Red Earth, Inc. This worldwide retail company employed Mr. Zutaut to help increase awareness of its brand outside of Australia and he created the company's web site in 1993, before traditional retail business had discovered the Internet.

**G. Provide an assurance that the governance meetings will comply with the Brown Act;**

Crown Preparatory Academy will comply with the Brown Act.

**H. Explain the process to be followed by the school to ensure parental involvement;**

Currently, Crown Preparatory Academy is developing a strong relationship within the proposed community with middle school-aged families and community members. Parental involvement will be key factor in the success of the students of Crown Prep. Although parents will not be members of the Board of Directors, the school leadership team along with the Founding Board will ensure parental involvement through the Crown Prep Academy Student and Family Compact as well as the Crown Prep Parental Partnership Committee (CPPPC).

**Crown Prep Academy Compact<sup>72</sup>**

The Crown Prep Academy Student and Family Compact is an agreement between the school and the parents. This agreement is not a condition of enrollment. The compact states the commitment of the school to the student and family as well as the student and family to the school. It states how Crown will partner with the parents and students to reach the goal of academic success, by communicating with parents about their children, teaching well, giving homework, having high-expectations, etc. The parents agree to partner with the school, by attending Parent Orientation, Report-card Pick-up, providing a quiet place to study, etc. All three parties will sign the Crown Prep Student and Family Compact. The compact will be reviewed with parents, before the start of school.

**Crown Prep Parental Partnership Committee (CPPPC)**

As noted in our accountability measures, the overall satisfaction of the families of Crown Preparatory Academy is a priority. To that end, the CPPPC is designed for parents to partner with the school leaders, share successes and challenges, contribute to the school community through fundraising, organizing parent volunteers, to develop parenting workshops and educational workshops for parents and community members. The CPPPC will encourage active involvement in sustaining the school, contributing to the education of students, and improving the quality of life for Crown Prep families and the larger community.

The Executive Director will lead the parent orientation prior to school opening and clearly define the expectations for parental involvement and explain the importance of the Crown Prep Student and Family Compact. The parent orientation will also be first introduction to get involved in the CPPPC.

The Executive Director will work closely with the CPPPC and will organize monthly meetings with a parent representative. The meetings will be co-facilitated between the

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<sup>72</sup> Please see the earlier referenced, Attachment A for the complete Crown Prep Academy Student and Family Handbook and the Crown Prep Student and Family Compact.

Executive Director and the parent representative. Parents are welcomed to participate and partner with the school leader to contribute to the overall success of the school. Each meeting will be structured for parents to share their success and challenges with the school.

### **Parents as Authentic Partners in School Governance**

The governing body of Crown Preparatory Academy believes that the overall satisfaction of parents should be a key component of our commitment to the community, and as a result included it as a part of our accountability plan. As stated in Element 2, “[On average] Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school.” We also believe that parental input to the growth of the school can strategically inform leadership and the board. Although we do not believe that governance is the role of the parent, we do believe that effective and systematic communication between the family and the board is important; therefore, parents are invited and encouraged to participate in the following ways:

1. Participate in the bi-annual parent satisfaction survey
2. Posting of Board Agenda and meetings in main office
3. Invitations to serve on the Academic Accountability and Development Committees.
4. Serve as an officer or member of the CPPPC
5. Share thoughts and feedback with the executive director on a regular basis
6. Invitations to attend Crown Prep board meetings and share as a public speaker
7. Attend committee meetings and share feedback or challenges on a given topic or issue

### **Parent Surveys**

The Board of Directors will evaluate the level of parental involvement and satisfaction with Crown Prep, through the Mid-Year and End of Year Parent Surveys.<sup>73</sup> The Mid-Year Parent Survey will be distributed during the end of trimester two and the End of Year Survey will be distributed in early June. After the data is gathered the Executive Director will present the data to the Board of Directors. Decisions to alter or continue the strategy for parental involvement will be based on the results from these surveys, attendance at school events, and CPPPC meetings.

**I. Contain an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest;**

### **Legal Assurance**

Members of Crown Prep’s executive board, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws,

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<sup>73</sup> Please see a draft of the Parent Survey in Attachment G.

nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

Crown Preparatory Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School

### **Process for Amendments to the Charter**

Crown Prep will comply with current LAUSD policy for amendments to the charter petition.

### **Grievance Procedure for Parents and Students**

Crown Prep will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Crown Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Crown Prep will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Crown Prep will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **LAUSD Charter Policy**

**Crown Preparatory Academy will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.**

### **Responding to Inquiries**

**Crown Preparatory Academy and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Crown Preparatory Academy and/or its nonprofit corporation acknowledge that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.**

**If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any**

**investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.**

**Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Crown Prep.

**Conflict of Interest and Code of Ethics Policies**

In keeping with the mission and the PRIDE Values—Perseverance, Respect, Integrity, Discipline, and Excellence—it is essential that not only students and staff embody these values, but school leadership as well. Crown Preparatory has drafted Code of Ethics<sup>74</sup> and Conflict of Interest<sup>75</sup> Policies to be approved by the Board of Directors pending authorization. These policies clearly define the expectations of the high ethical character for all Directors.

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<sup>74</sup> Please see a draft of the Code of Ethics Policy in Attachment H.

<sup>75</sup> Please see a draft of the Conflict of Interest Policy in Attachment I.

## Element 5 – Employee Qualifications

*“The qualifications to be met by individuals to be employed by the school.”  
Ed. Code § 47605 (b)(5)(E)*

### **A. Describe the necessary qualifications for school employees;**

Crown Prep will employ a mission-aligned group of visionary professionals dedicated to educating all students and fulfilling our college preparatory mission. These individuals will go through a rigorous screening process to ensure their commitment to the mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement.<sup>76</sup> As a result, the main focus of the leadership team will be to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.<sup>77</sup>

#### **Equal Opportunity Employer**

Crown Prep believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of color, race, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

#### **No Child Left Behind**

Crown Prep will comply with the provisions of the No Child Left Behind Act as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools.

### **B. State that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;**

#### **Credentials**

Teachers of core content areas at Crown Prep (English Language Arts, Math, Science, and Social Studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Crown Preparatory Academy teachers will be required to hold or in process of obtaining an ELL authorization. Crown Preparatory

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<sup>76</sup> Thernstrom, A. and Thernstrom, S., *No Excuses*, Simon & Schuster (2003), p. 43.

<sup>77</sup> A draft of the Crown Prep Personnel Handbook is in Attachment J.

Academy will employ teachers with multiple subject credentials (grade 5) and single subject credentials (grades 5-8).

Crown Prep will seek to minimize our use of Emergency Credentialed Teachers.

**C. Assure that the school will maintain current copies of all teacher credentials and that they be readily available for inspection;**

**Employee Records**

Crown Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

**D. Identify the steps the school will take, if necessary, to minimize the use of teachers holding emergency permits.**

In keeping with our mission to provide rigorous academic curriculum, to the greatest degree we will seek out and employ experienced outstanding teachers who have proven results with students of a similar demographics, hold the appropriate California teaching Credential and are Highly Qualified according to NCLB legislation. We will aggressively recruit teachers through the following educational organizations: California Charter School Association (CCSA), Ed-Join, and the Association for Supervision and Curriculum Development. In order to increase our applicant pool, we may contract the services of Teach California Charters and the RISE Network and participate in job fairs at local universities, including California State University-Northridge, University of Southern California, University of California Los Angeles, Pepperdine University, and Loyola Marymount University.

**Background Checks**

Crown Prep will comply with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees. Prior to the first day of work with students, Crown Prep will process all background checks through LiveScan, administered by the United States Department of Justice.

In addition, all employees must provide:

- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding a prior criminal record
- Documents establishing legal employment status

- Contact information for at least two (2) professional and one (1) personal reference

### **Employee Welfare and Safety**

Crown Prep will comply with all Local, State, Federal, and relevant District policies concerning employee welfare, health, and safety issues. These include, but are not limited to, the requirement for a drug- and tobacco-free workplace.

### **Terms and Conditions of Employment**

All employees of Crown Prep will be at-will employees. The terms and conditions for employment at Crown Prep will be reviewed in detail during the interview process and reiterated in an offer of employment.

### Measures for Assessment and Employee Evaluation

As we hold our students to high-standards, Crown Prep employees will be held to high standards for school leadership and instructional leadership. Our team will provide high quality educational experiences for our students and develop collegial atmosphere with a commitment to the Crown Preparatory Academy community and its stakeholders. Our team will be comprised of the Executive Director, Director of Curriculum and Instruction, Business and Operations Manager (Y3), Guidance/HS Counselor (Y3), certificated staff (including a Special Educators), and an Office Manager.

Leadership of Crown Prep will possess a Bachelor's Degree or higher, minimum of three years in education, possess skills in hiring and supervising teachers, managing experience, and an administrative credential (preferred).

Crown Preparatory Academy Leadership will be assessed on the following:

- Exemplification and embodiment of the school's mission and core values of perseverance, respect integrity, discipline and excellence
- Leadership skills
- Problem-solving skills
- Organizational Skills

Crown Preparatory Academy certificated staff will be assessed on the following:

- Exemplification and embodiment of the school's mission and core values of perseverance, respect integrity, discipline and excellence
- Staff, parent and student relations
- Lesson delivery and development
- Daily lesson planning
- Classroom management and school culture
- Student mastery

Crown Preparatory Academy staff will be assessed on the following:

- Ability to work with others in a team
- Flexibility



- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school’s mission and core values of perseverance, respect integrity, discipline and excellence
- Ability to successfully work with target population

**Salaries and Benefits**

Employee salaries are determined on an individual basis by Crown Prep’s Executive Director based on education, experience, knowledge, and skills. The Executive Director along with the Board of Directors will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the school’s budget.

Definition of a full-time employee:

- a teacher or administrator who works a full instructional day on the academic calendar which includes instructional days and staff development days, or
- a classified staff member who works eight hours per day, five days per week on a year round basis.

Crown Prep will offer the following benefits as applicable to qualifying full-time employees:

1. Workers’ Compensation Insurance
2. Unemployment Insurance
3. Medicare
4. Retirement Benefits
5. Life Insurance
6. Health Benefits
  - Medical
  - Dental
  - Vision

Crown Prep will have an Employee Handbook that includes policies regarding<sup>78</sup>:

- Illness days and personal days
- Bereavement days
- Vacation policy for non-teaching staff
- Leaves of absences (including leaves as they pertain to the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA), or Labor Code 233).
- Process for resolving complaints/grievances
- Process for ensuring due process

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<sup>78</sup> Please see Attachment J for Crown Prep’s Personnel Handbook.

## **Staff Selection**

Crown Prep will utilize a strenuous screening process to ensure selection of the highest quality staff. The Board of Crown Prep will hire the school's Executive Director. All other staffing decisions will be made by the Executive Director.

Our selection process will typically include:

1. Development of job qualifications and a thorough job description
2. Posting of job openings and participation in career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief
6. Extensive interview with multiple members of the school's existing staff
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. Offers of employment to the strongest candidates

## **General Qualifications**

In order to execute successfully on our mission, all staff and faculty must possess an unwavering belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Crown Prep, regardless of their position, will consistently demonstrate the following:

- Advocate of, belief in and commitment to fulfill Crown Prep's mission
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Willingness to get the job done no matter what
- A model of Crown Prep's PRIDE values—perseverance, respect, integrity, discipline, and excellence
- Ability to prioritize and manage multiple tasks
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Basic technological literacy and basic knowledge of Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by No Child Left Behind

## **Job Descriptions for Key Personnel**

As noted in the organization chart included in Element Four, when fully grown, the staff of Crown Prep will include the following key personnel:

- Executive Director
- Business and Operations  
The responsibilities for the Business and Operations position in Y1-Y2 will be shared between the Executive Director and the contracted third-party back office support provider. In Y3, with the increase of ADA, we will hire the Business Operations Manager and discontinue the contract with the third-party back-office support.
- Director of Curriculum and Instruction
- Teachers
- Office Manager

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school

### **Executive Director**

#### **Position Summary**

The Executive Director is the Chief Executive of Crown Preparatory Academy, directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

#### **Responsibilities**

##### **Leadership**

- Embody and advocate this mission, vision, and strategic direction of the school
- Create, monitor, and sustain the high standards of a rigorous school climate and school culture
- Focus on achieving significant improvement in student achievement
- Ensure rigorous academic performance and teaching quality in every classroom
- Provide the board and board committees, in a timely manner, with essential data, relevant reports, and information necessary to govern the school
- Recruit, appoint, support, manage, and evaluate the Director of Curriculum and Instruction (DCI), and Business and Operations Manager, and all other staff
- Recruit, appoint, support, and evaluate all teaching staff with support from the DCI
- Support the professional development and growth of all teaching and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Lead community meetings, faculty meetings, and administrative team meetings
- Oversee the Crown Prep Parental Partnership Committee (CPPPC)

- Co-facilitate CPPPC monthly meetings
- Ensure smooth operation of all school functions without excuses or exceptions
- Comply with the charter, accountability requirements, and all relevant laws

### **Administrative**

- Evaluate academic achievement through detailed data analysis of student and teacher performance
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic performance
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Document and disseminate the school's academic and operational processes
- Establish personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
- Mediate and manage the sometimes conflicting demands of school constituencies
- Handle all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation training
- Prepare and submit timely reports, evaluation, and data to all external agencies and funding sources
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently, and efficiently to provide maximum benefit for student success
- Ensure the accuracy of financial documents in conjunction with the Business and Operations Manager, including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Other duties as assigned by the Board of Directors

### **Teaching and Learning**

- Observe teacher lessons
- Teach and lead professional development sessions throughout the year

### **Qualifications and Experience**

- Experienced in education, staff development, financial management, and operations
- Motivational leader who has the ability to drive individuals and organizations to succeed
- Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Energetic leader, with a proven commitment to getting the job done right, no matter what it takes
- Passionate advocate, completely dedicated to the school's mission and organizational success
- A well-educated individual with an advanced degree, and three-five years of urban education experience preferred
- High level of personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
- Five or more years of education experience
- Bachelor's Degree Required (Master's Degree Preferred)

## **Business and Operations Manager**

### **Position Summary**

The Business and Operations Manager is responsible for the overall maintenance of the fiscal health of the Crown Preparatory Academy, through the effective and successful management of the on-site financial and day-to-day operational duties of Crown Preparatory Academy. He/She must have a strong belief in the mission and vision of the school. The Business and Operations Manager will report to the Executive Director about the financial and operational status of the school. S/he will also work in conjunction with the Executive Director and the Crown Preparatory Academy Finance Committee and the Treasurer of the Board of Directors.

### **Responsibilities**

#### **Administrative**

- Overseeing the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school;
- Managing, updating, and maintaining accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures,
- Work alongside Executive Director to ensure a clean, safe and orderly environment
- Oversee the Student Information System
- Preparing annual financial audits and presenting findings to stakeholder groups,
- Monitoring and producing various financial reports for the Board of Directors and external agencies,
- Assisting with human resources needs including new applicant screening, tracking actual salary and benefit offers and contract acceptances against the approved budget, ensuring human resources policies and procedures are implemented;
- Manage the implementation and maintenance of various information technologies;
- Working in a team oriented environment,
- Managing local, state and federal reporting and monitoring requirements, working with external vendors, and service providers, and;
- Developing the financial and development plans with the Executive Director
- And other duties as deemed necessary by the Executive Director

#### **Teaching and Learning**

- Supervise during student breaks and lunch
- Teach one Advisory Class

#### **Qualifications and Experience**

- Experience with budgeting processes and accounting systems, QuickBooks for Nonprofits, Outlook, Excel, Word, and PowerPoint.
- 4+ years of experience and concrete success managing the operations in a start up, nonprofit, or Charter School organization.
- Previous teaching experience

- Prefer candidates with an MBA. Will consider exceptional, experienced candidates with Bachelor's degree in business or accounting.
- Thorough, detail oriented, strategic decision maker
- Strong written and spoken communication and presentation skills

## **Director of Curriculum and Instruction**

### **Position Summary**

The Director of Curriculum and Instruction (DCI) must have a strong belief in the mission and vision of Crown Preparatory Academy. S/he is responsible for the articulation and implementation of the Crown Preparatory Academy curriculum, instructional and assessment programs and work to develop a team of mission-aligned educators. The DCI will report directly to the Executive Director for academic excellence and teacher performance. The Executive Director is responsible for making final decisions about curriculum. However, the Director of Curriculum and Instruction and teachers collaborate around issues regarding the curriculum, instruction, and assessment and share their input with the ED. Parents also share input with the ED, teachers, and DCI. The DCI is responsible for the articulation, implementation and assessment of the curriculum and instruction.

### **Responsibilities**

#### **Administrative**

- Focus on academic achievement and dramatic results
- Serve as the primary coach and support for the instructional staff in the curriculum development process, instruction, observation, and evaluation
- Recruit, interview, evaluate and retain outstanding faculty
- Coordinate and support the professional development and instructional growth of the teaching staff
- Provide all necessary resources, training, and material to the teaching staff to effectively raise student academic achievement
- Advise the Crown Prep Board of Directors Academic Accountability Committee on a monthly basis
- Evaluate academic achievement through detailed data analysis of student and teacher performance
- Design school's internal academic standards, benchmarks, assessments, and curriculum to align with state and national standards.
- Coordinate administration of all standardized evaluations including, interim assessments, city and state tests, and nationally-normed tests
- Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
- Oversee after school activities
- Other duties as assigned by Executive Director

#### **Teaching and Learning**

- Teach and advisory class
- Teach 1-2 core classes
- Lead professional development sessions and teach model lessons in various subjects
- Observe teachers on a weekly basis and manage and support weekly lesson plan development

### **Qualifications and Experience**

- Experienced, outstanding teacher with experience using data and standards-based instruction
- Able to work well in a team or independently
- Excellent classroom management skills
- Basic technological proficiency
- Appropriate California Commission Credential
- Advanced Degree and fluency in Spanish preferred
- Two or more years of instructional experience required
- Bachelor's Degree Required (Master's Degree Preferred)

## Guidance/High School Placement Counselor Job Description

### **Guidance/ High School Placement Counselor**

#### **Position Summary**

The Guidance/High School Placement Counselor must have a strong belief in the mission and vision of Crown Preparatory Academy. He/she is responsible for assisting students and parents in the high school selection process. He/she is also responsible for building relationships with competitive, academically rigorous high school representatives. The Guidance/High School Placement Counselor is hired by and is directly accountable to the Executive Director.

#### **Responsibilities**

##### **Administrative**

- Develop and implement graduate services program
- Build strategic relationships with college preparatory high schools
- Serve as liaison between Crown Prep and the school's alumni
- Spearhead 8<sup>th</sup> grade commencement planning
- Facilitate parent involvement
- Work with the ED to organize and facilitate high school placement meetings with parents
- Oversee parent volunteers
- Connect students to summer opportunities
- Educate students and parents about high school placement process
- Manage all application paperwork and deadlines
- Manage testing related to high school entrance
- Prepare and maintain all student high school placement options records and documentation
- Ensure that all high school applications are accurately completed
- Coordinate high school visits
- Prepare and submit timely reports and data on student high school placement progress

- Work with ED and DCI on student academic and behavioral performance as it related to high school acceptance
- Work with faculty and staff to coordinate special events
- Complete all other tasks as assigned by ED

### **Qualifications and Experience**

- Leadership and networking experience in high school and/or college placement
- Proficiency in Microsoft Office, particularly MS Word and Excel
- Ability to prioritize, multi-task, and lead by example
- Analytical problem-solver and solutions-oriented thinker
- Results-driven leader with experience on and commitment to effective and efficient outcomes
- Exceptional and experienced writer, speaker, and editor
- Strong work-ethic, detail-oriented, with exceptional organizational skills
- Must possess a bachelor's degree
- Valid Pupil Personnel Services: School Counseling Credential
- Two to three years in educational placement

## **Teacher**

### **Position Summary**

Teachers must have a strong belief and commitment to the Crown Preparatory Academy mission and vision. Teachers will implement the Crown Preparatory curriculum and assessment programs and work to ensure students have mastered the content using a warm and demanding approach to classroom instruction and management. Teachers will report directly to the Director of Curriculum and Instruction (DCI).

### **Responsibilities**

#### **Teaching and Learning**

- Teach at least five courses every day
- Teach at least two small group targeted tutoring sessions a week
- Teach an advisory every day
- As appropriate, differentiate curriculum to meet the needs of all students
- Document all lesson plans, syllabi, assignments, etc.
- Use a variety of methods to engage students in the curriculum
- Provide structure in the classroom by following and implementing all school-wide systems and structures to fidelity
- Communicate effectively, respectfully, and consistently with parents
- Communicate on a bi-weekly basis with all advisory families
- Develop and sustain strong relationships with parents
- Present weekly lesson plans to DCI
- Create, monitor, and sustain a school culture of high-expectations

#### **Administrative**

- Evaluate academic achievement through detailed data-analysis of student performance on a variety of metrics and present to the DCI and Executive Director
- Other duties as assigned by the Executive Director



### **Qualifications and Experience**

- Bachelors Degree Required (Advanced Degree Preferred)
- Ability to work effectively and productively in teams or individually
- 2+ years of teaching experience preferred
- Ability to work with all students, including those with special needs and low skill levels when heterogeneously grouped
- Proficiency in Spanish preferred
- Basic Technological experience
- Ability to analyze student achievement data and instruct appropriately
- Fulfillment of all criteria set forth to be considered Highly Qualified under NCLB
- Appropriate California Teaching Credential
- Desire to be held accountable for student achievement and academic growth

## **Special Education Teacher**

### **Position Summary**

The Special Education Teacher must have a strong belief in the mission and vision of Crown Preparatory Academy. The SPED Teacher will provide direct special education services as needed. He/She will be responsible for the maintenance of records for special needs students, oversight of the IEP process, and will be responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

### **Responsibilities**

#### **Teaching and Learning**

- Provide direct special education services as needed
- Coordinate and review special education needs of incoming students as indicated on the family questionnaire responses
- Serve as the point of contact for parents of students with special needs
- Organize and coordinate professional development opportunities for general and special education teachers

#### **Administrative**

- Coordinate with schools to receive IEPs of all incoming students
- Facilitate review of intake assessments for incoming students
- Schedule and coordinate pull-out services for students on an as-needed basis
- Follow all Federal and District guidelines concerning the development and implementation of IEPs
- Facilitate necessary testing for evaluation process
- Ensure compliance with all Federal and District SPED regulations regarding parental consent
- Coordinate with DCI and grade-level teachers any pre-referral meetings and SST
- Ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve

- Coordinate with DCI and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- Work directly with general education teachers on issues that may arise in classroom settings
- Facilitate the evaluation/reevaluation process
- Create and coordinate a master schedule for annual IEP meetings
- Be responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current
- Assist with interviewing of special education teachers and related service professionals
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed
- Serve as the point of contact in matters involving special education due process

### **Qualifications and Experience**

- Bachelor's Degree
- Certified Special Education teacher or administrator
- CLAD certification
- Teaching Credential
- At least two years of classroom experience working with students with IEPs
- Experience working with EL students and implementing SDAIE methods
- Passionate and completely dedicated to Crown Preparatory Academy's mission and a steadfast vision that all students deserve a high-quality education.
- Unwavering belief that all students can achieve at the highest academic levels

## **Office Manager**

### **Position Summary**

The Office Manager of Crown Prep will ensure the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school. The Office Manager will report to the Executive Director.

### **Responsibilities**

#### **Administrative**

- Monitoring the school's entryway, greeting parents and visitors to the school, and maintaining school safety
- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Contacting parents regarding absences, missing assignments, teacher concerns, or student illness
- Implementing systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests
- Assisting in the coordination of special events
- Assisting the Executive Director and members of the administrative team, as directed

#### **Qualifications and Experience**

- A minimum of an Associate's Degree or two years of college
- A minimum of two years experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

## Element 6 – Health and Safety

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.”*  
*Ed. Code § 47605 (b)(5)(F)*

**D. Assure that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. (If the school safety plan has already been developed, please include it as an attachment to the petition.)**

In accordance with risk management best practices, Crown Prep will develop a comprehensive safety plan and revise the plan as needed based on an annual review.<sup>79</sup> School staff will be trained each year on safety policies and procedures.

A draft of the complete safety plan will be submitted to the District at least 30 days prior to operation and a copy of the most recent edition will be available in the main office.

### Health, Safety and Emergency Plan

The Crown Preparatory Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Crown Preparatory Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

### FERPA

The Crown Preparatory Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The following is a summary of the health, safety, and risk management policies of Crown Prep:

#### *1. Staff Responsibilities*

All employees are responsible for their own safety, as well as that of others in the workplace. Crown Prep will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Crown Prep’s premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee will bring it to the attention of the Executive Director or another member of the administrative team immediately. The school’s

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<sup>79</sup> Please see Attachment K for Draft of Safety Plan.

administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Executive Director regarding the problem.

Periodically, Crown Prep will issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

2. *Criminal Background Checks and Fingerprinting*

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

3. *Child Abuse Reporting*

Crown Prep will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. All employees must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person needs only be "reasonably suspect" that abuse or neglect has occurred; the reporting person does not have to prove abuse. The Executive Director will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicious of child abuse. Staff will understand that under California law, anyone who fails to report

an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Executive Director and proper authorities.

Crown Prep staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, Crown Prep staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and made available to the parents.

4. *Medication*

Crown Prep will adhere to Education Code Section 49423 regarding administration of medication in school.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed. Designated staff will log times for administering medications for each student and will establish a reminder system to ensure that students are called and medications are dispensed at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

5. *TB testing*

All employees of Crown Prep will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

6. *Medical and Immunization Records*

All students enrolled at Crown Prep will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Student's medical records will be kept on file at the school and made available to school staff as necessary to protect student safety and confidentiality.

7. *Vision, Hearing, and Scoliosis Screenings*

Crown Prep will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. Students will be screened for vision, hearing and scoliosis to the same extent as students attending non-charter public schools.

8. *Blood Borne Pathogens*

Crown Prep shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Crown Prep Board will establish a written infectious disease control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

9. *Harassment*

Crown Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. We will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Crown Prep (including employee to employee, employee to student, and student to employee misconduct). Inappropriate behavior of this nature is very serious and will be addressed in a harassment policy that will be developed.

10. *Emergency Preparedness*

Crown Prep will create and adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include detailed responses for the following:

- Fire—Fire drills will be held at least once every two months. Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- Disaster/Earthquake—Disaster/earthquake drills will be conducted at least once a year.
- Bomb/Terrorist Threats
- Evacuation Plans

**Legal Assurances**

Crown Prep health and safety policies will ensure the well being of all those who enter the school building. Adherence to the health and safety policies of Crown Prep students and staff will be a top priority for the school. We will comply with all health and safety regulations that apply to non-charter public schools, including those required by

CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

Crown Prep will operate as a drug-, alcohol-, and tobacco-free workplace.

### **Auxiliary Services**

Dependent on facility lease requirements, Crown Prep will outsource maintenance/custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The school will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

### **Healthy Schools Act**

Crown Prep will adhere to the requirements of California Education Code Section 17608 regarding pest management. A policy will be drafted to address the management of pests while minimizing the use of pesticides, and applying preventative measures. The policy will fit appropriate components of the Integrated Pest Management (IPM) Policy adopted by the Board of Education in March, 1999.

### **Food Service Program**

Crown Prep will contract with an outside agency for its food service needs. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. We will provide meals and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal guidelines. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing food to eligible students, and for no prohibited purpose. Crown Prep will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

### **Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the



City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*\*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall*

*be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

### **Evidence of Insurance**

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

## Element 7– Racial and Ethnic Balance

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)*

### **Court-ordered Integration**

**Crown Preparatory Academy** will comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for Charter School students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding

Crown Prep will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (located in Element Seven, section 1), Crown Prep seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Leimert Park/Crenshaw. The local public school population has high African American and Hispanic demographics, as well as a high socio-economically disadvantaged population. Crown Prep anticipates that our students will reflect similar socioeconomic statistics.

No admission test will be required for enrollment.

### **A. Include a thorough description of the annual outreach efforts of the Charter School describing:**

#### **1. What methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)**

### **Recruitment Plan**

Upon authorization, Crown Preparatory Academy will implement an aggressive recruitment campaign to ensure we are fully enrolled (grade five) prior to our proposed August 2010 opening. Planned outreach strategies will be implemented from August 2009 to April 2010 and will include, but are not limited to:

- Development of marketing materials in English and Spanish
- Presentations and flyer distribution at community meetings/events, such as the Southwest Neighborhood Council, Chamber of Commerce, Elementary and Middle School outreach, Neighborhood Watch meetings, etc.
- Presentations and flyer distribution at community organizations who work with families, such as the Weingart YMCA, Crenshaw YMCA, the Boys and Girls Club, the Angeles Mesa Library, and community churches
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, and shopping centers
- Open Houses and informational meetings at the school site (once appropriate)
- Outreach to local television, radio, and print media reporters
- Advertisements in local newspapers
- Advertisements in local organization newsletters
- Advertisements on local radio stations

An aggressive community outreach and recruitment plan will begin immediately upon authorization and continue through the school's open enrollment period.

### **2. What geographic areas will be targeted in outreach efforts?**

#### **Targeted Community**

Our plan includes aggressive community outreach, in both English and Spanish that will provide an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of Leimert Park/Crenshaw.

While we are committed to serving any child who wishes to attend Crown Prep, the majority of our recruitment efforts will focus on attracting families living within the boundaries of Leimert Park/Crenshaw. We plan to work in the community and closely with community organizations to build support for the school and ensure successful enrollment.

### **3. What Languages will be used to do outreach**

#### **Outreach Languages**

In addition to promotional materials in both English and Spanish, Crown Prep will provide translation services for in-person interaction requiring translation.

### **4. How these outreach efforts will attain a racial and ethnic balance at the Charter School that is reflective of the District**

#### **Achieving Racial and Ethnic Balance**

Crown Prep will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (located in Element Seven, section 1), Crown Prep seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Leimert Park/Crenshaw. The local public school population has high African American and Hispanic demographics, as well as a high socio-economically disadvantaged population. Crown Prep anticipates that our students will reflect similar socioeconomic statistics.

No admission test will be required for enrollment. After enrollment, tests may be administered to determine the appropriate course placement for students entering after the fifth grade.

As stated in our mission and vision, Crown Prep will provide all students with a rigorous academic curriculum, regardless of background. Crown Prep is committed to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District's territorial jurisdiction.

In order to accomplish this, Crown Prep will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit local elementary schools that will serve as feeders to Crown Prep.

Since Crown Prep plans to be located in or near Leimert Park/Crenshaw and its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted at that geographic area. This will ensure that Crown Prep's racial and ethnic balance is reflective of the District schools nearby since only this population will receive the outreach materials and information about the school.

### **Court-ordered Integration**

The Charter School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District's ethnic balance goal which is within a 70:30 or 60:40 ratio.

Crown Prep will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (located in Element Seven, section 1), Crown Prep seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Leimert Park/Crenshaw. The local public school population has high African American and Hispanic demographics, as well as a high socio-economically disadvantaged population. Crown Prep anticipates that our students will reflect similar socioeconomic statistics.

No admission test will be required for enrollment.

### **\*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and Crown Prep are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). Crown Prep agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Crown Prep shall have the right to continue attending Crown Prep until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Crown Prep shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Crown Prep will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Crown

Prep will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Crown Prep under the NCLB-PSC program increases in subsequent years, Crown Prep agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

### **Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Crown Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Crown Preparatory Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. [charter school] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

Crown Prep also understands that as part of its oversight of the Charter School the District may conduct program review of federal and state compliance issues.



## Element 8 – Admission Requirements

*“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)*

### **A. State that the Charter School will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A);**

#### **Legal-Assurances**

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605 (d)(2)(A), Crown Prep will admit all students who wish to attend, up to the school’s enrollment capacity. Crown Prep will:

- be non-sectarian in all areas of operations, including student admission
- will not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Charter will non-sectarian in its educational programs and operations.
- not charge tuition
- accept all students who are California residents, regardless of their place of residence within the state
- not require any pupil to attend the charter school
- not enroll pupils over 19 years of age unless continuously enrolled in public school, ***the student is not over the age of 22 years***, and making satisfactory progress toward high school diploma requirements
- comply with all laws establishing minimum age for public school attendance
- adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children
- Pursuant to the Parent Empowerment Act and the Joint Partnership plan that the parents of 24<sup>th</sup> Street ES selected and submitted to the LAUSD Board of Education for approval, Crown Prep shall provide admissions to students matriculating 4<sup>th</sup> graders from 24<sup>th</sup> Street Elementary School and matriculating 4<sup>th</sup> graders who reside in the 24<sup>th</sup> Street attendance boundary. The attendance boundary configuration shall be determined by LAUSD and is subject to change at the discretion of LAUSD. Crown Prep shall remain a school of choice and parents may exercise their right to have their students attend a different school.

**B. Describe any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes.**

**Application Process**

The Crown Prep application process includes:

1. Open Enrollment Period (January 2 through the first Friday in April at 5:00 p.m.)
2. Random Public Drawing (third Thursday in April at 7:00 p.m.)
  - a. Lottery (if necessary)
  - b. Notification of families
3. Paperwork (within two weeks of lottery)
  - a. Acceptance letter signed and mailed to school by parent/guardian
  - b. Completion of all necessary paperwork
4. Orientation (May-August)

Crown Prep’s admission requirements will be consistent will all non-discrimination statues

**C. Describe the efforts the school will employ to recruit academically low-achieving and economically disadvantaged students;**

Crown Prep will employ the following efforts to recruit academically low-achieving and economically disadvantaged students:

- Active recruitment in local governmental low-income agencies (i.e. WIC, Public Housing, and local Children and Family Services Division Offices)
- Regular workshops and presentations at local Urban Leagues, NAACP offices, battered women shelters, Community Based Organizations, and local churches.
- Informational booths at free local health fairs, community events, and shopping centers

Crown Prep will adhere to all provisions of No Child Left Behind regarding:

- receiving students from Program Improvement schools as part of Public School Choice.
- providing the Executive Director's attestation of highly qualified teachers and paraprofessionals.
- meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

Recruitment Activities to Achieve the District’s ethnic balance goal

Recruitment Activity	Location	Date
Information Table Walmart	Baldwin Hills/Crenshaw Mall 3650 W M.L. King Blvd. LA, CA 90008	October 3 & 9, 2009 February 13, 2010

Recruitment Activity	Location	Date
Rancho Cienega Park Football Leagues	5001 Rodeo Rd. LA, CA 90016	September 26, 2009 October 28 & 29, 2009
Van Ness Park Baseball Leagues	Slauson and Van Ness	April 25, 2009
Faithful Central Bible Church	Sunday School	April 26, 2009
Urban League	Head Start 7226 S Figueroa LA, CA 90003	April 23, 2009
Albertsons	3480 S. La Brea LA, CA 90016	September 26, 2009
Crenshaw Taste of Soul	Crenshaw Blvd./M.L. King Blvd	October 17, 2009
Community Info Session Baldwin Hills Crenshaw Plaza	Community Room 3650 W M.L. King Blvd. Los Angeles, CA 90008	February 23, 2010
Baldwin Hills Recreation Center	5401 Highlight Place, LA, CA 90016	October 30, 2009
Ralphs Grocery Co.	5080 Rodeo Rd. LA, CA 90016	September 26, 2009
King Rally	Dorsey High 3537 Farmdale Ave. LA, CA 90016	April 4, 2009

**D. Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:**

**1. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.**

**Method to Communicate Rules of Lottery**

Before beginning the drawing, rules for the lottery will be explained in English and Spanish. Each grade’s lottery will be conducted separately, beginning with grade five, and will be further subdivided into groups that represent each of the school’s identified preference categories.

**Lottery Process Communication**

The school will designate an application deadline and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in public location and the school website regarding the date and time of the public drawing once the deadline date has passed. Lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new applications that do not receive admission each year and will be considered should a vacancy occur during the year. During the enrollment period, parents/guardians will indicate if child is a sibling. Sibling names will be color coded, so when and if their name

is pulled, the announcer knows a sibling is called and sibling priority is applied.

**2. The method the school will use to verify lottery procedures are fairly executed.**

**Method to Verify Fair Lottery Execution**

The lottery itself will be conducted by pulling slips of paper identified with applicant numbers out of a container, beginning with the students who receive preference as allowed by law and specified in our charter. Slips will be pulled until all openings are filled and then all remaining slips will be drawn to create a waiting list. The lottery will be facilitated by an uninterested third party and fair execution of the lottery will be verified by an officer of the Crown Prep Board of Directors. Copies of all application packets, lottery results, and waiting lists will be readily available for inspection at the school office. Acceptance letters will be distributed to families whose students earn space through the lottery. All families, including those whose children are admitted through the lottery but are not present at the time of the drawing, will be notified by mail. All admitted students must return acceptance letters within two weeks of the lottery to secure their seat.

**3. The timelines under which the open enrollment period and lottery will occur.**

**Open Enrollment<sup>80</sup>**

All students interested in attending Crown Prep will be required to complete an application form and submit this application directly to the school before the annual deadline. Applications will be available during a publicly advertised open enrollment period each year, generally beginning the first business day after January 1 and continuing through 5 pm on the first Friday in April. Submitted applications will be date- and time-stamped and student names added to an application roster to track receipt. Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications which exceed available seats. In this event, the school will hold a public random lottery to determine enrollment for the impacted grade level.

**4. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.**

**Public Random Lottery**

Should the number of students applying for school admission exceed the number of spaces available in any given grade, a random public lottery will be held to determine admission, per the requirements of Education Code 47605(d)(2)(B). In the event that a lottery is required, families intending to enroll their children who submitted completed application packets by the deadline of 5:00 pm the first Friday of April will be notified in

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<sup>80</sup> Please see Enrollment Policy in Attachment L.

writing regarding the date, time, and location of the public lottery, and rules for the lottery process. The lottery will be held at the school each year, except the first year when it may be hosted at another location near the school's facility.

**5. The date and time the lotteries will occur so most interested parties will be able to attend.**

**Date and Time**

If needed, the lottery will be held the third Thursday of April, at 7:00 pm.

**6. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.**

**Admission Preferences**

If the school receives a number of applications that exceeds the number of available spaces, a public random lottery will be hosted, with preference for available spaces given to students in the following order:

1. Except as noted below regarding students matriculating pursuant to the Parent Empowerment Act, matriculating 4<sup>th</sup> grade students who reside in 24<sup>th</sup> Street ES attendance boundary and currently enrolled Crown Prep Academy students shall receive first preference.
2. Students from LAUSD boundaries
3. Siblings of currently enrolled Crown Prep Students
4. Children of Crown Prep staff and Board of Directors (up to 10% of total enrollment)
5. Other California residents

Consistent with the Parent Empowerment Act, in the event of a lottery, 4<sup>th</sup> grade students matriculating from 24<sup>th</sup> Street ES shall be exempt from the lottery for Crown Prep's 5<sup>th</sup> grade program. (For 2013-2014, 5<sup>th</sup> grade students matriculating from 24<sup>th</sup> Street ES shall be exempt from the lottery for Crown Prep's 6<sup>th</sup> grade program).

**7. The procedures the school will follow to determine waiting list priorities based upon lottery results.**

**Waiting List**

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. Crown Preparatory Academy staff will log the name, phone number and the time of the each enroll/deny call. If an inquiry call is placed and there is no answer, and a voice mailbox is available, Crown Prep staff will leave a message. If there is an answer, staff will verify the family member, and take notes indicating the family's decision to enroll or decline. If a position opens during the school year, the school will contact the family at the top of the wait list to offer their student admission to the school.

**8. The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.**

**Procedures for Promotion off Waitlist**

Families who have been promoted off the waitlist will be contact by phone. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. Students who submit applications after the deadline will be added to the end of the waiting list in the order received.

**9. The records the school shall keep on file documenting the fair execution of lottery procedures.**

**Lottery Records**

Copies of all time-and-date stamped application packets, lottery results, and waiting lists will be readily available for inspection at the school office.

Note: Notwithstanding the foregoing, the school may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of approval by the charter school's governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented. Crown Prep will submit a request for material revision if it changes its lottery policies and procedures.

**McKinney-Vento Homeless Assistance Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment

## Element 9—Annual Financial Audits

*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code § 47605(b)(5)(I)*

### A. A “reasonably comprehensive” description must:

1. **Ensure that annual, independent financial audits employing generally accepted accounting principles will be conducted.**

#### **Independent Charter Status**

Crown Prep will be a fiscally independent, directly funded charter school.

#### **Budgets**

Each spring Crown Prep will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director and Business and Operations Manager will prepare the budget and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue.

The budget development process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of the State budget. The budget and three-year projections will then be presented to the Crown Prep Board of Directors for discussion and approval.

The Executive Director and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Executive Director and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Crown Prep Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Crown Prep’s first year operational budget, as well as cash flow and financial projections for the first five years can be found in Attachment F.

#### **Business Management**

The Executive Director of Crown Prep will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the



school's Board of Directors. The Executive Director will work with the Business and Operations Manager to manage the day-to-day financial management needs of the school. We anticipate contracting with a vendor for back office support. The school will select a firm based on experience, comparative cost analysis with organizations that offer similar services, and customer satisfaction.

The Executive Director and/or Business and Operations Manager will work with the back office support provider to manage the school's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Crown Prep and their contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

- 2. Describe the manner in which audit exceptions and deficiencies will be resolved.**
- 3. Describe the plans and systems to be used to provide information for an independent audit.**

### **Annual Audit**

Crown Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Executive Director, Business and Operations Manager, and Finance Committee of the Board will be knowledgeable about the audit guide "Standards and Procedures for Audits of California K-12 Local Educational Agencies" and, as required under Ed. Code § 47605 (b)(5)(I), the school will hire an independent auditor to conduct a complete fiscal audit of the books and records of Crown Prep.

The Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the audit, the Executive Director and Business and Operations Manager, along with the Finance Committee, will review any audit exceptions or deficiencies, and report them to the Crown Prep Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline.

The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the CDE, and any other required agencies by the 15<sup>th</sup> of December each year.



The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

### Reporting Requirements

“The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Financial Statements – November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools).
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
  - P1, first week of January
  - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District

### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

### **Balance Reserves**

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property

tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

### **Crown Preparatory Academy will develop and maintain internal fiscal control policies governing all financial activities.**

The District may, at its discretion, provide services to Crown Prep on a fee-for-service basis, if requested by the Charter School to do so. In such a case, the District will determine the cost of providing such services including the overhead cost associated with such service incurred by the office providing the service.

## Element 10—Student Expulsions

*“The procedures by which pupils can be suspended or expelled.” Ed. Code §46705 (b)(5)(J)*

### **A. Describe rules and procedures for suspension and expulsion that are consistent with state and federal law, addressing specifically:**

- 1. Grounds for suspension;**
- 2. Grounds for expulsion;**

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information

- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability:
  - B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

### **Grounds for Suspension and Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)

- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code
-

**3. General discipline policies in place at the school;**

Grounds for Suspension and Expulsion<sup>81</sup>

<b>Must Recommend Expulsion (Mandatory)</b>	<b>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</b>	<b>If Student Not Suspended (in or out of school), May Recommend Expulsion (Discretionary)</b>
<p><i>Education Code (EC) 48915(c)</i></p> <p>Act <b>must</b> be committed at school or school activity.</p> <ol style="list-style-type: none"> <li>1. Firearm               <ol style="list-style-type: none"> <li>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</li> <li>b. Selling or otherwise furnishing a firearm.</li> </ol> </li> <li>2. Brandishing a knife at another person.</li> <li>3. Unlawfully selling a</li> </ol>	<p>Act <b>must</b> be committed at school or school activity.</p> <p><i>EC Section 48915 (a)</i> states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC Section 48915 (a)(1).</i></li> <li>2. Possession of</li> </ol>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> <li>A. Inflicted physical injury<sup>†</sup></li> <li>B. Possessed dangerous objects (objects that can cause harm)</li> <li>C. Possessed drugs or alcohol (policy determines which offense)</li> <li>D. Sold look alike substance representing drugs or alcohol</li> <li>E. Committed robbery/extortion</li> <li>F. Caused damage to property<sup>‡</sup></li> <li>G. Committed theft</li> <li>H. Used tobacco (policy determines which offense)               <ol style="list-style-type: none"> <li>I. Committed obscenity/profanity/vulgarity</li> <li>J. Possessed or sold drug paraphernalia</li> <li>K. Disrupted or defied school staff</li> <li>L. Received stolen property</li> <li>M. Possessed imitation firearm (any exact replica of a gun, that would</li> </ol> </li> </ol>

<sup>81</sup> Adapted from the California Department of Education’s *Administrator Recommendation of Expulsion Matrix*, retrieved, February 9, 2010 (<http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>). Informed by LAUSD BUL-3819. August 21, 2007. Retrieved, February 9, 2010 ([http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/STUDENT\\_HEALTH\\_HUMAN\\_SERVICES/SHHS/DISCIPLINE\\_POLICY/DISCIPLINE\\_POLICY\\_LOCAL\\_DISTRICTS\\_SUSPENSION\\_ALT/SUSPENSION%20ATTACH%20D.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/DISCIPLINE_POLICY/DISCIPLINE_POLICY_LOCAL_DISTRICTS_SUSPENSION_ALT/SUSPENSION%20ATTACH%20D.PDF)).

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	If Student Not Suspended (in or out of school), May Recommend Expulsion (Discretionary)
<p>controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>5. Possession of an explosive.</p> <p>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001</p>	<p>any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion.</p>	<p>cause a reasonable person to conclude it is real, this includes toy rifles, toy machine guns, cap guns, toy hand guns)</p> <p>N. Committed sexual harassment (grades 4-12)</p> <p>O. Harassed, threatened or intimidated a student witness</p> <p>P. Sold prescription drug Soma</p> <p>Q. Committed hazing</p> <p>R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>S. Engaged in sexual or violent harassment, threats, or intimidation directed against school District personnel or students, that severely disrupts class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment (Grades 4-12)</p> <p>T. Made terroristic threats against schools officials, property or both.</p> <p>U. Caused or attempted to cause, threatened to cause, or</p>

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	If Student Not Suspended (in or out of school), May Recommend Expulsion (Discretionary)
	<p><i>EC</i> Section 48915 (a)(4).</p> <p>5. Assault or battery, or threat of, on a school employee.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section</li> </ol>	<p>participated in an act of hate violence (grades 4-12).</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol> <p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>



Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	If Student Not Suspended (in or out of school), May Recommend Expulsion (Discretionary)
	48915 (b)].	

**Definitions of terms and Misconducts**

**Controlled Substance**

Using, possessing, or being “under the influence” of any drugs, alcohol, intoxicants; or possession or furnishing of any drug paraphernalia on school grounds, off campus during school hours, at any school sponsored function, or while traveling to or from school or school activities will result in appropriate disciplinary action including, but not limited to police notification, suspension and/or expulsion.

**Sexual Harassment (grades 4-12)**

Sexual Harassment is defined as unwelcome sexual advances, conversation, gestures, displaying sexual pictures, hostile physical conduct, crude and offensive language, and using demeaning or inappropriate terms. In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in education code 48900.2, section 212.5.

At Crown Prep, the conduct described in E.C. Section 212.5 must be considered, by a reasonable person of the same gender as the victim, to be sufficiently severe or perverse to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

**Harassment (grades 4-12)**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

**Possession of Dangerous Objects**

This includes matches, lighters, firecrackers, etc., or false fire alarms. Weapons shall include, but not be limited to: zappers (stun guns), guns, “look-alike” weapons, any size knife, martial arts tools, razor blades, Mace, or pepper spray. Dangerous objects shall include, but not be limited to: laser pointers, stink bombs, and other objects capable of causing harm to others.

Brandishing a knife at another person

This refers to waving a knife at someone in a threatening manner. *Knife* refers to any type of folding knife, razor (with unguarded blades), or any dirk, dagger, or weapon with a fixed, sharpened blade fitted primarily for stabbing.

#### Terroristic Threats

According to CA E.C. 48700.7, a “terroristic threat” includes any statement, whether written or oral, by a person who threatened to commit a crime, which will result in death, bodily injury to another person, or property damage in excess of \$1,000. Whether this statement is meant as a threat, with no intent of carrying it out, but at the time the statement is made its issued and received in a sincere manner. If the person threatened feels fear for their immediate safety, or his/her family, personal property, or school property, this is considered a “terroristic threat.”

#### Hate Violence (grades 4-12)

An act of violence against a student that is committed due to bias regarding race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, will be considered an act of hate violence.

#### Imitation of a Firearm

Any exact replica of a gun that would cause a reasonable person to conclude it is real is considered an imitation firearm. This includes toy rifles, toy machine guns, cap guns, and toy handguns.

### **Gun Free Schools Act**

**The Charter School shall comply with the federal Gun Free Schools Act.**

Students are subject to mandatory expulsion from Crown Preparatory Academy for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

### **General Discipline Policy**

Crown College Preparatory Academy will create an environment that is safe and structured in order to execute its vision and mission. The guidelines set forth in the Code of Conduct<sup>82</sup> minimize disruptions and maximize the amount of instructional time. It includes the school’s expectations regarding attendance, behavior, mutual respect, substance abuse, violence, safety and work habits. Parents or guardians will sign the Crown Preparatory Academy Student and Family Compact as well as the Student and Family Handbook Acknowledgement Form, signifying their understanding of and accountability towards Crown Preparatory Academy’s discipline policy in addition to school policy and procedures. Additionally, the PRIDE Values serve as the foundation of the Code of Conduct. Each family will participate in the orientation that will clearly define the Code of Conduct and discipline procedures. Periodically, the discipline policy

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<sup>82</sup> The Code of Conduct is in Attachment M.

will be reviewed as revised based on the input and involvement of parents, students and school-site staff.

The consequences and interventions in the Crown Preparatory Academy are in place to support all students. We support our students by providing them with the academic resources and the safe, structured environment they need to achieve success. Due to the support we provide, we hold our students to high expectations. Crown Prep Students will adhere to PRIDE point system.<sup>83</sup> Students who do not adhere to the discipline policy and/or who violate school rules may expect consequences and/or interventions for their behavior, including but not limited to the following:

- Demerits
- Warnings
- Loss of privileges
- Notices to parents/guardians by telephone or letter
- Request for Parent Conference
- Individualized Behavior Contract
- Detention
- Suspension (including in-school suspensions)
- Expulsion

If a student's behavior does not improve, parents may be asked to participate in the Student Success Team (SST) process. The SST, including a school administrator and a teacher will work with the parent(s) to develop appropriate accommodations and/or intervention strategies.

Crown Preparatory Academy will implement a progressive discipline policy in order to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students. Students who demonstrate the PRIDE Values will receive merits. Each week students will receive a clean slate and have an opportunity to gain or lose points. Weekly reports will be sent home to parents for them to review with their child to see how their child is demonstrating the PRIDE Values on a weekly basis.

### **Discipline Plan**

Crown Preparatory Academy's mission is to prepare fifth through eighth grade students for high school and college. We believe that we will achieve our mission through our PRIDE character values (Perseverance, Respect, Integrity Discipline and Excellence), small, safe, structured learning environment. Our progressive discipline plan is based on our mission. Our program is designed to develop a strong character and responsibility, while creating an atmosphere for learning. Students are held to the PRIDE values through our point system, which is explained below. Students are issued positive rewards for good behavior and negative consequences for poor behavior. We want to create a positive environment that celebrates students' positive behaviors as well as supports students to meet the school's expectations.

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<sup>83</sup> Please see the PRIDE Value Rubric in Attachment C.

Our PRIDE system also tracks student behavior and serves as a communication tool with teachers and parents. PRIDE Reports are issued to parents on a weekly basis, so parents are constantly able to track the progress of their children. When students receive positive reports or have shown growth, the advisory teacher will acknowledge students publically and contact the parents, the same will occur for a decline in points or consistent poor performance. Our goal is to constantly monitor not only academic progress, but our student’s behavioral progress as well.

To create an atmosphere of fairness and consistency, for the first two weeks of the school year, in addition to teaching academics, we clearly explain and guide our students through behavior expectations. We show our students what it means to be a Crown Prep student. During those two weeks we will correct behaviors with minimal consequences (i.e. a warning, a brief conversation to discuss behavior, redirecting behavior, non-verbal cues, and wait time), while constantly reminding students that once we have taught them how we expect them to behave, the consequences will be based upon the choices they make. The consequences will include merits/demerits, field trips, detention, privileges, parent phone calls, parent conferences or suspension.

Our progressive discipline policy will include both preventive and intervention plans for supports in the classroom with teachers and outside the classroom with school leadership. In classroom supports include consistent classroom behavior expectations and consequences. The teacher will track misbehaviors (roster of names with number of violations). Violations will hold progressive discipline consequences. If student is disrupting other students by talking when the teacher is talking, the teacher will track the behavior and tell the student he/she has a demerit. If the behavior continues, teacher will continue to track and progression of classroom consequences continues (i.e., another demerit, loss of privilege and/or detention, counseling with student). For behavior that requires school leadership response (such as vulgarity, vandalism, theft, fighting), the DCI will invite parents to participate in positive reinforcement, refer to counseling support, assign alternative to suspension, including in-school suspension or detention and/or provide conflict resolution training as appropriate.

Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions or expulsion (see chart below). Suspended students will also be responsible for making up all missed work within an agreed upon timetable.

**Figure 10.1 Pride Value – Behavior**

<b>Failure to Demonstrate the Following PRIDE Value</b>	<b>Cause of deduction</b>	<b>#Of demerits*/ Consequence</b>
Perseverance	Incomplete assignment	1
	Sleeping in Class	2
	Off Task behavior	1

Failure to Demonstrate the Following PRIDE Value	Cause of deduction	#Of demerits*/ Consequence
Respect	Talking back to a teacher  Disrespectful to staff, administration or faculty  Teasing  Bullying  Laughing at someone's misfortune  Using Inappropriate Language (cursing, derogatory terms, etc.)  Defacing of School Property	3-5 (possible suspension)  5 (possible suspension)  3  3  3  3 (possible suspension)  (suspension/ expulsion)
Integrity	Dishonesty  Cheating Stealing	3  "5 demerits"  (suspension)
Discipline	Unorganized or messy binder Messy workspace  Late for class/school  Failure to raise you hand  Out of Uniform  Talking without permission  Missing Homework	2 1 2  1  3 (parent must bring uniform)  1-3  3
Excellence	Not ready to learn (lack of materials)  Messy work	2  1-2

\*The accumulation of three demerits is an automatic detention. Failure to complete any homework assignment is equivalent to an automatic detention.

Merits are given for going above and beyond the expected behavior. Students who show pride in their school and community are rewarded with PRIDE points. Teachers and staff members “catch students doing something good” and reward them with merits.

Outstanding demonstration of the Following PRIDE Value	Cause of merit	#of merits
Perseverance	Showed major improvement on a skill	2-3
	Asked to stay after school for additional help on a skill	1
Respect	Reporting a threat to the school or school property	3-5
	Reporting a bad act that may cause harm to another student	3
	Reporting a bully	3
	Assisting a fellow classmate with a problem	3
	Helping a classmate	2
Integrity	Publicly admitting when you made a mistake	3
	Doing the right thing when you think no one’s watching	3
	Reporting theft	4-5
	Reporting Cheating	3
	Accurate reporting a person who defaced school property	3
Discipline	Organization of materials to the “extreme”	3
	No demerits for three weeks	1
	Perfect attendance all trimester	3
	Demonstrating Discipline	2

Outstanding demonstration of the Following PRIDE Value	Cause of merit	#of merits
	when others are not No missing work all trimester	5
Excellence	Going above and beyond on an assignment	3
	Most improved for the trimester	4

**4. Due process rights of students who are suspended or expelled, including the appeals process to be used by parents/guardians who dispute the school’s expulsion decisions;**

**Procedures for Suspension and/or Expulsion**

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

1. Family Conference

Suspension shall be preceded by a conference conducted by the Executive Director (ED) with the student and his/her parent. The conference may be omitted if the ED determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by Crown Preparatory Academy as soon as possible.

2. Notices to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay, and violations of school rules can result in expulsion from the school.

3. Length of Suspension

The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian.

If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may be suspended from school for not more than 20 school days in any school year however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

### Suspension

The ED may suspend a student with a disability for up to 10 school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903, 34 CFR 300.520)

The ED shall monitor the number of days, including portions of days that students with valid individualized education programs (IEP) have been suspended during the school year.

### Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520)

### 4. Recommendations for Expulsion

Students will be recommended for expulsion after the Executive Director conducts an investigation process (e.g. gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the accused student) and finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### 5. Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the investigation by the

Executive Director. A Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will



include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Crown Prep’s disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student’s parent/guardian to appear in person at the hearing, the right to have representation, to bring witnesses and present evidence, and to challenge evidence presented by the school.

Written notice of expulsion a student will be sent by the Executive Director to the parent/guardian of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Crown Prep.
- Reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures/protocol

### **Appeal of Suspension or Expulsion**

The suspension of a student will be at the discretion of the Executive Director. Expulsion of a student will be recommended by the Executive Director and must be approved by the Board of Directors. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

A suspension appeal will be heard by the Executive Director, and upon consideration the Executive Director's decision is final. An expulsion may be appealed within five working days of the date the expulsion has been finalized by Board of Directors or an administrative hearing panel appointed by the Board. A fair and impartial panel of representatives, assigned by the Crown Preparatory Academy Board of Directors, will hear the appeal. The decision of the panel of representatives of the Board will be final.

In the event of a decision to expel a student from Crown Prep, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If the decision is to “not expel” the student, the student will remain enrolled at the school.

### **Outcome Data**

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **5. Procedures for rehabilitation, readmission and interim placement**

### Procedures for Rehabilitation, Readmission and Interim Placement

#### **Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **Readmission**

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

#### **Reinstatement**

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

#### **Special Education Discipline**

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement the 504 Plan?

## Element 11—Retirement Programs

*“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code § 47605(b)(5)(K)*

Employees of Crown Preparatory Academy will have full collective bargaining rights, as defined by the Educational Employees Relations Act (EERA). For the purposes of EERA, Crown Preparatory Academy is the exclusive public school employer.

### **A. A “reasonably comprehensive petition” must:**

- 1. Identify, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system.**

#### **Assurances**

Crown Prep will make any contribution that is legally required of the employer, including STRS, PERS, Social Security and unemployment insurance.

#### **State Teachers’ Retirement System**

Crown Prep certificated teachers and eligible administrators shall be a part of the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS.

#### **Non-Certificated Employees’ Retirement**

Other employees shall be covered by the Public Employees' Retirement System (PERS), or Social Security, as appropriate.

#### **Reporting**

Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged.

Crown Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. All required reports submitted to LACOE, will be in a format acceptable to LACOE.

#### **Benefits**

All employees at Crown Preparatory Academy are at-will employees. The terms and conditions for employment at Crown Preparatory Academy will be set by the board and reviewed in detail during the hiring process and offer of employment.

## Personnel Policies and Procedures

- Crown Prep will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
- The Board of Directors will approve a salary schedule for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate's experience and responsibilities. The salary of the Executive Director will be set by the Board of Directors.
- A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.
- The school calendar (vacations, holidays, hours, etc.) will be set by the Executive Director and approved by the Board each year.
- All employees of Crown Prep will be at-will employees. The terms and conditions for employment at Crown Prep will be reviewed in detail during the interview process and reiterated in an offer of employment.
- Crown Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.
- Teachers of core content areas at Crown Prep (English Language Arts, Math, Science, and Social Studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials on an ongoing basis.
- Details of the Crown Prep staff recruitment plan may be found in *Element One: Educational Program*.
- Details of the Crown Prep staff selection model may be found in *Element Five: Employee Qualifications*.
- The Board of Crown Prep will conduct an annual performance review of the Executive Director. The Executive Director will be responsible for completing all other staff evaluations, based on an evaluation process that includes multiple measure of performance, including annual formal observations, monthly informal observations, staff self-reflection, and student achievement data.
- The Board of Crown Prep will adopt a formal process for resolving complaints and grievances that will ensure due process for all parties.

### *Dispute Resolution*

It is the policy of Crown Prep to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Crown Prep.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
- 3) The Executive Director will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the Executive Director cannot resolve the complaint, or if the complaint involves the Executive Director; the employee may present the complaint to the Board of Directors. The Board of Directors will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Directors are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

## Element 12—Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the District who chooses not to attend charter schools. Ed. Code § 47605 (b)(5)(L)”*

### **A. A “reasonably comprehensive petition” must:**

#### **1. Describe attendance alternatives for students consistent with District policy for intra-District attendance.**

Crown Prep is a school of choice and, as such, no student may be required to attend.

Pupils who choose not to attend Crown Prep may choose to attend other public schools in their District of residence or pursue an inter-District transfer in accordance with existing enrollment and transfer policies of the District.

## Element 13—Rights of District Employees

*“A description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school, and of any rights of return to the school District after employment at a charter school.” Education Code § 47605(b)(5)(M)*

### 1. A “reasonably comprehensive petition” must:

- a. **Outline LAUSD employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.**

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.





delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 2) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 3) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## Element 15—Employer Status and Collective Bargaining

*“A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O).*

### A. A “reasonably comprehensive petition” must:

#### 1. State clearly whether the school will be the exclusive employer for the purposes of collective bargaining.

Crown Prep is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

## Element 16—Procedures to be used if Charter School Closes

*“A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)*

### A. A “reasonably comprehensive petition” must:

#### 1. Contain required “boilerplate” language to be provided to the petitioner by the District.

#### **Charter Term**

Crown Prep seeks a five year charter from the District.

#### **Charter Renewal**

The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

#### **Revocation**

The District may revoke the charter of Crown Prep if Crown Prep commits a breach of any terms of its charter. Further, the District may revoke the charter if Crown Prep commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Crown Prep on any of the following grounds:

- Crown Prep committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Crown Prep failed to meet or pursue any of the pupil outcomes identified in the charter.
- Crown Prep failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Crown Prep violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

## Closure Action

The decision to close [Charter School] either by the [Charter School] governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

### \*Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 *CCR*), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

### Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

#### School and Student Records Retention and Transfer

[Charter School] shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

### **Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

[Charter school] shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by Crown Preparatory Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by [Charter School] will be the responsibility of Crown Preparatory Academy and not LAUSD. Crown Preparatory Academy understands and acknowledges that [Charter School] will cover the outstanding debts or liabilities of Crown Preparatory Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Crown Preparatory Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Crown Preparatory Academy participates, and other categorical funds will be returned to the source of funds.

Crown Preparatory Academy shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

## Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Crown Preparatory Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)



- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School's] right to operate as a Charter School or cause [Charter School] to cease operation. [Charter School] and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court

### **Conclusion**

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing School District structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the Los Angeles Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The founding team of Crown Prep is honored by the opportunity to apply for a charter school that will serve families in Los Angeles and is eager to work with the District to provide the best possible educational opportunities for all students.

## Facilities

### Facilities

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - (i) **Pro Rata Share**. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement

any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:  
[www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.